



**PS/IS 206  
2010-2011  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL: 22K206**

**ADDRESS: 2200 GRAVESEND NECK ROAD, BROOKLYN, NY 11229**

**TELEPHONE: 718 743-5598**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** PS/IS 206      **SCHOOL NAME:** Joseph F. Lamb

**SCHOOL ADDRESS:** 2200 Gravesend Neck Road, Brooklyn, NY 11229

**SCHOOL TELEPHONE:** 718 743 5598      **FAX:** 718 332 4986

**SCHOOL CONTACT PERSON:** Deirdre Keyes      **EMAIL ADDRESS:** dkeyes2@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Randy Nelson

**PRINCIPAL:** Deirdre Keyes

**UFT CHAPTER LEADER:** Lynn Maisel

**PARENTS' ASSOCIATION PRESIDENT:** Doriann Diodato

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)*      N/A

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 22      **CHILDREN FIRST NETWORK (CFN):** 605

**NETWORK LEADER:** Wendy Karp

**SUPERINTENDENT:** Linda Waite

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

*Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Deirdre Keyes	*Principal or Designee	
Lynn Maisel	*UFT Chapter Chairperson or Designee	
Doriann Diodato	*PA/PTA President or Designated Co-President	
Angel Faust	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Randy Nelson	Assistant Principal	
Marjorie Nembhard	Parent	
Svetlana Shylam	Parent	
Dorothy Gim	Parent	
Michelle Cheung	Parent	
Mary Ellen Benedikt	Teacher	
Diane Kaye	Teacher	
Karen Froum	Teacher	

## **SECTION III: SCHOOL PROFILE**

### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

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A state of the art science room, a progressive technological environment inclusive of a computer lab, Smart Boards, document cameras, and computers in every classroom are just the beginning of the story of PS/IS 206. A music department offering chorus, violin, recorder, keyboard instruction, a partnership with New York City Ballet, Dancing Classes Ballroom Dancing, a dedicated art room, CHAMPS, and two School Government Organizations tells more about our school and the opportunities for our students. These are just some of the outstanding resources that PS/IS 206, the Joseph F. Lamb School, has to offer. We strive to provide a dynamic learning environment. Most recently we have had the installation of our new playground equipped with basketball courts, a track, a football field, a baseball field, a stage, chess boards, and a playground set. Badly needed renovation of bathrooms has taken place to improve our environment and with the help of additional funding will be continuing this year. A look at our NYS School Report Card, NYC Progress Report, and Learning Environment Survey confirms that we provide the highest quality instruction and prepare our students for the future.

Our mission at PS/IS 206, a school of diverse ethnic populations, is to provide a high quality education for every student in an engaging, challenging, and safe environment. We are committed to helping all children be critical thinkers and lifelong achievers. We challenge students ready to go beyond the standards while working on individual student needs. PS/IS 206 endorses and nourishes a collaborative approach where students, teachers, staff, parents, administration, and community leaders are dedicated to academic excellence, mutual respect, and equality for all. At the heart of our school is the ability for all of our students to be active participants in their learning.

We envision PS/IS 206 as a community of lifelong learners where students, staff and parents are actively engaged in the educational process. All staff and parents collaborate to ensure that all students meet high academic standards and are committed to developing students who are good citizens and productive members of society. Through a rigorous academic program in a supportive environment, students and staff will be able to meet life's challenges successfully.

Creating a warm and nurturing environment that fosters a student's ability to grow and take educational risks is crucial for our success. The Joseph F. Lamb School creates an environment that requires respect for all students and teachers. Staff members serve as an example to our students. Careful selection of our wording allows our students to think independently while still showing respect for the opinions of others.

A home/school partnership is essential to the success of our students. One of our main goals is to work with parents at times when they are available such as early morning and evening. We present monthly parent workshops and include parents in such programs as our violin and ballroom dancing program. In addition, we have translation units which enable translations for workshops, Parent Association Meetings, and IEP meetings.

PS/IS 206 has both remediation and enrichment programs for our students. Additionally, we have a comprehensive arts program which provides training in choral, instrumental music, visual arts, and dance. We

have ensured that every student has the opportunity to participate in a supplemental arts program such as theatre, violin or dance.

We also have established a relationship with Kingsborough Community College who provided a workshop for our students on Cyber Bullying. We have also partnered with Madison High School Law Program. We are committed to the collaboration with local CBOs such as Brooklyn Chinese American Association who utilize the building for after school programs. These partnerships along with our variety of educational programs and dedication to student excellence are what sets PS/IS 206 apart.

## **SECTION III – Cont’d**

### **Part B. School Demographics and Accountability Snapshot (SDAS)**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

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CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
<b>School Name:</b>	P.S. 206 Joseph F Lamb								
<b>District:</b>	22	<b>DBN:</b>	22K206	<b>School BEDS Code:</b>	332200010206				
DEMOGRAPHICS									
Grades Served:	Pre-K	√	3	√	7	√	11		
	K	√	4	√	8	√	12		
	1	√	5	√	9		Ungraded	√	
	2	√	6	√	10				
<b>Enrollment</b>				<b>Attendance - % of days students attended :</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	68	64	56		96.0	96.0	TBD		
Kindergarten	132	171	146	<b>Student Stability - % of Enrollment :</b>					
Grade 1	155	141	166	(As of June 30)	2007-08	2008-09	2009-10		
Grade 2	160	162	133		95.8	97.2	TBD		
Grade 3	136	165	169	<b>Poverty Rate - % of Enrollment :</b>					
Grade 4	153	149	180	(As of October 31)	2007-08	2008-09	2009-10		
Grade 5	139	165	154		65.9	62.0	76.7		
Grade 6	109	108	129	<b>Students in Temporary Housing - Total Number :</b>					
Grade 7	97	111	104	(As of June 30)	2007-08	2008-09	2009-10		
Grade 8	103	100	109		0	13	TBD		
Grade 9	0	0	0	<b>Recent Immigrants - Total Number :</b>					
Grade 10	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		38	37	15		
Grade 12	0	0	0	<b>Special Education Enrollment:</b>					
Ungraded	3	0	2	(As of June 30)	2007-08	2008-09	2009-10		
Total	1255	1336	1348						
				<b>Suspensions (OSYD Reporting) - Total Number:</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
# in Self-Contained Classes	6	16	18	Principal Suspensions	6	16	TBD		
# in Collaborative Team Teaching (CTT) Classes	47	33	43	Superintendent Suspensions	5	6	TBD		
Number all others	36	54	65	<b>Special High School Programs - Total Number:</b>					
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2007-08	2008-09	2009-10		
				CTE Program Participants	0	0	0		
				Early College HS Program Participants	0	0	0		
<b>English Language Learners (ELL) Enrollment:</b>									
(BESIS Survey)				<b>Number of Staff - Includes all full-time staff:</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10		
# in Transitional Bilingual Classes	0	0	0	Number of Teachers	83	86	TBD		
# in Dual Lang. Programs	0	0	0						
# receiving ESL services only	213	206	193						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	2	0	25	Number of Administrators and Other Professionals	21	22	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	4	6	TBD
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	0	0	TBD	% fully licensed & permanently assigned to this school	100.0	96.5	TBD
				% more than 2 years teaching in this school	77.1	80.2	TBD
				% more than 5 years teaching anywhere	59.0	60.5	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				<b>% Masters Degree or higher</b>			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED	92.0	92.0	TBD
American Indian or Alaska Native	0.0	0.1	0.1		100.0	100.0	TBD
Black or African American	6.0	6.4	5.4				
Hispanic or Latino	8.7	8.2	7.8				
Asian or Native Hawaiian/Other Pacific Isl.	47.2	45.9	47.0				
White	38.1	39.4	39.1				
<b>Male</b>	50.7	50.5	50.7				
<b>Female</b>	49.3	49.5	49.3				
<b>2009-10 TITLE I STATUS</b>							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
<b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>							
<b>SURR School (Yes/No)</b>		If yes, area(s) of SURR identification:					
<b>Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:</b>							
	<b>Phase</b>			<b>Category</b>			
	In Good Standing (IGS)	√	Basic	Focused	Comprehensive		
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
<b>Individual Subject/Area AYP Outcomes:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:	√			ELA:			
Math:	√			Math:			
Science:	√			Graduation Rate:			
<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							
	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			
<b>Student Groups</b>	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
<b>All Students</b>	√	√	√				
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American	√	√	-				
Hispanic or Latino	√	√	-				
Asian or Native Hawaiian/Other Pacific Islander	√	√					
White	√	√					
Multiracial	-	-					
Students with Disabilities	√	√	-				
Limited English Proficient	√	√	-				
Economically Disadvantaged	√	√					
<b>Student groups making AYP in each subject</b>	8	8	1				
<b>CHILDREN FIRST ACCOUNTABILITY SUMMARY</b>							
<b>Progress Report Results – 2008-09</b>				<b>Quality Review Results – 2008-09</b>			
<b>Overall Letter Grade:</b>	A			<b>Overall Evaluation:</b>	√		
<b>Overall Score:</b>	73.6			<b>Quality Statement Scores:</b>			
<b>Category Scores:</b>				Quality Statement 1: Gather Data	√		
School Environment: <i>(Comprises 15% of the Overall Score)</i>	10			Quality Statement 2: Plan and Set Goals	√		
School Performance: <i>(Comprises 25% of the Overall Score)</i>	20.9			Quality Statement 3: Align Instructional Strategy to Goals	√		
Student Progress: <i>(Comprises 60% of the Overall Score)</i>	38.9			Quality Statement 4: Align Capacity Building to Goals	√		
Additional Credit:	3.8			Quality Statement 5: Monitor and Revise	√		
<b>KEY: AYP STATUS</b>				<b>KEY: QUALITY REVIEW SCORE</b>			
√ = Made AYP				Δ = Underdeveloped			
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
- = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
<b>KEY: PROGRESS REPORT DATA</b>				◇ = Outstanding			
NR = Data Not Reported				NR = No Review Required			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							
** <a href="http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf">http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</a>							

## SECTION IV: NEEDS ASSESSMENT

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
  - What have been the greatest accomplishments over the last couple of years?
  - What are the most significant aids or barriers to the school's continuous improvement?
- 

### **New York City Progress Report**

PS/IS 206 received an A on the New York City Progress Report being 66.1 points out of 100. The city median score was 45 points. A close look at the report indicates that the reason for our success was a combination of solid progress and extra credit. This indicated to us that our AIS programs and in classroom differentiation of instruction was successful. Due to budget cuts this year, we are aware that we have limited resources for AIS. During a Faculty Conference we reiterated the importance of the classroom teacher differentiating instruction in the classroom in order to reduce the need for AIS services. Additionally, we have moved towards a push in model for ESL, AIS, and related services which provide students with an additive rather than a subtractive program.

Our focus this year will be to ensure that all staff members are completing the Learning Environment Survey thoughtfully. Only 50% of teachers took the survey and many of the results indicated that staff members need more information on the programs that are taking place in the school. Because we are a K-8 school, we realize the importance of sharing information between the grades.

### **Quality Review**

PS/IS 206 had a quality review in the year 2008-2009 and received a Proficient. Some of the areas that we were commended in were our professional development opportunities for teachers based on individual needs and our communication with the community at large. The areas noted where the school could improve were:

- Teachers need to be able to analyze data to differentiate instruction.
- Expand on goal setting to ensure that goals are aligned in all subject areas.
- Ensure that school plans include interim checkpoints
- Create a continuous K-8 school with one mission and vision

Differentiation of Instruction was an area that we concentrated on last year and continue to do so to advance our techniques. We will continue to provide professional development opportunities. We have also hired a new literacy coach for grades K-2 and a new assistant principal who has expertise working with ELL students. We continue to place priority on instruction. We are also pursuing the advancement of technology for all teachers in order to simplify the collection and analysis of data. We are proud to announce that we have all our reading

levels centralized on google.docs. All staff members update reading levels and the whole school can monitor progress.

In order to present a seamless K-8 school, teachers needed to work together. We have provided opportunities for teachers to establish seamless curriculum maps through collaboration across the grades. We will be continuing this in the 2010-2011 year. We have also provided students with opportunities to work together. Our annual talent show was open to students from both elementary and middle school. This year, we will have Ballet Bridges working with students in 2<sup>nd</sup> and 6<sup>th</sup> grade. For the first time ever, our Student Governments in elementary and middle school are collaborating together for whole school events. It is our goal to provide teachers and students with more opportunities to work together. Assistant principals will also be working across grades by doing observations for different grade levels.

We also wish to continue in our areas of strength. Parents will always be welcomed in the school and encouraged to participate in their students' learning. We will continue to have a monthly open house and will work closely with our Parents Association and School Leadership Team.

### **Periodic Assessments**

Periodic assessments, both predictive and formative, will be used to assess student progress and drive instruction. PS/IS 206 will use both Acuity and Performance Series as our periodic assessments. Professional development will take place for teachers so that they may use the data from these assessments in order to drive and differentiate instruction. Performance Series will be used to benchmark students, as well as using the data to drive instruction. Along with these assessments, each teacher will have informal assessments. These routinely include using running records to determine student levels and needs in ELA and pre and post tests in Math, Social Studies, Science and the Arts. We continue to use Fountas and Pinnell assessments in grades K-2. In September of 2010, teachers began to the Fountas and Pinnell assessment for grades 3-6 and document their results on google.docs to demonstrate growth. Professional development was offered to teachers so that they could maximize the resources available.

### **Inquiry Team**

For the 2010-2011 we continue to explore vocabulary and academic language. We will use the Title III afterschool program to select our students and monitor their progress through this program. Our Inquiry Team has expanded this year to include more classroom teachers who will be a great benefit. We realized that we needed to focus on the reality that many of our ELL students were not making a year's growth. During our inquiry for the 2009-2010 year, we became aware of the fact that many of our students are ELL, former ELL, or second language learners that tested out of ESL, with the RLAB, very early. We began to realize that academic language was lacking in our school. A close look at item analysis and ARIS results led us to these findings.

This year, we expect to continue to have a deep focus on ELL students and academic language. We will be triangulating data and looking at NYSESLAT results, ELA results, and reading levels to see which of our students are stalled in their progress.

We will also begin to study dyscalculia, when students struggle with math. We hope to establish another inquiry group that will find the students who may be struggling with dyscalculia, learn how we can best support them, and introduce strategies that will enable these students to grow in math.

It is the goal of the Inquiry Team to find out the reasons for the lack of student success, generate ways and means to make students successful, and translate this into the school wide community. We hope to find the patterns and trends of students' academic success and needs for improvement, so that long term we may reduce the number of students in need of AIS.

### **Learning Environment Survey**

Careful review of the Learning Environment Survey reveals the following:

Recommendations for improvement:

- Offering more or better enrichment program (Parents)
- Keeping the school clean (All)
- Hands on activities/Small group instruction (Students)
- Being able to talk to an adult in school (Students)
- Promoting students who succeed in school (Students)
- Giving students extra help when they need it. (Students)
- Bullying in school and safety in general (Students)
- Running the school more smoothly. (Teachers)
- Communicating with parents more. (Teachers)
- Communicating a clear vision (Teachers)
- More content related PD (Teachers)

**Parent Survey:** Parent results increased slightly from the 2009-2010 year. Parents have consistently been happy about the schools progress. All areas indicate that parents enjoy the school and feel that academics, safety, and communication are high. The one area that we will monitor is their request for additional programs for enrichment. Although we offer many different enrichment programs, it is clear that we are not servicing all of our students.

**Student Survey:**

It was overwhelmingly felt that students are expected to do well in their school work. The majority of the students felt that teachers and staff take the opinions of the students seriously.

The student population felt that some improvement is needed in the cleanliness of the school environment. We have had 2 new bathrooms renovated and anticipate more this year. This has decreased the smell enormously.

Another area of concern is that there remains a lack of group work and hands-on activities. We will move forward to produce engaging lessons that reduce the amount of teacher talk. We have had professional development on differentiation of instruction in order to rectify this. Students need to have opportunities for cooperative learning.

Students also noted that they feel they do not have an adult they can trust to speak to about things that are bothering them. In particular there has been an increase in bullying in the school, specifically cyber bullying. At the end of the school year in 2010, we had Brooklyn Community College and Overcoming Obstacles work with students in order to reduce bullying activities in the school. The increase of technology has given students multiple opportunities to reach out to classmates so we have to be more vigilant. The first week of September 2010, we met with students to discuss our zero tolerance policy on any form of bullying. We continue to demonstrate this policy on a regular basis and discussed it with parents at the first PA meeting.

It is also noted that students feel that being smart does not necessarily benefit a middle school student. We will figure out ways to promote those students who are routinely on task and succeeding in school without making them feel that it is “uncool”. Small rewards for a job well done may promote other students to succeed.

**Teacher Survey** Teachers results were slightly lower this year. There is a concern that only 50% of teacher tool the survey. As a result of the many changes that took place, it is not surprising. Teachers indicated that they felt that the school vision was not clear enough and that the school was not running smoothly. In order to

solidify the school vision for the upcoming year, it will be a topic at the first Faculty Conference again. Additionally, it will be reintroduced throughout the year reiterating our direction. Discussions with staff members indicated that there were concerns regarding consequences for students. As such, there will be a new team in September 2010 designed to finding solutions for bullying, preventative actions, safety, and other related areas that will increase the school running smoothly. This team will include students, teachers, school aides, and administrators.

### **What student performance trends can you identify?**

In looking at all data, it is clear that we need to take a close look at our ELL students. We are concerned that only 24% of our ELL students were on standard this year. Additionally NYSESLAT scores indicate that there was an 11% decrease in proficiency this year. We do realize that many of these students took the ELA for the first time. At the same time, we want to introduce programs that will most benefit these students. We have reviewed our Title III spending and want to focus on programs designed to engage students while increasing their academic language.

### **What have been the greatest accomplishments over the last couple of years?**

- New York State Report Card consistently in Good Standing
- Progress is happening in all grades.
- The school has successfully lobbied for a school playground which was built in Spring 2010.
- There are 2 Student Government Organizations in the school actively working to meet the needs of the school community
- Attendance remains consistently high averaging 96%
- We began a relationship with Teachers College. Teachers are highly motivated and it wonderful to see the time and effort that they are dedicating to ensure success.
- There is a highly dedicated staff
- Professional Development opportunities are offered by staff members
- Collaborations with Brooklyn Philharmonic (violin), Ballet Bridges, Fiddlers Fans, Toys for Tots, Junior Achievement, Rolling Thunder and more.

### **What are the most significant aids or barriers to the school's continuous improvement?**

#### **Aids**

- Parents who are actively involved in their children's academic success
- Academic intervention and enrichment
- Highly qualified staff working in their area of certification
- Professional development opportunities from our network CFN 605, Teachers College, literacy and math coaches to support teachers
- Political figures who are willing to assist with funding
- Dedicated staff working in the best interests of students

#### **Barriers**

- There is an insufficient amount of time dedicated to professional development outside of instructional time. In order to be continually successful, it is important to read up on and implement the most recent research that has demonstrated success with students.
- Student lateness causes a disruption to instruction
- Lack of physical instructional locations causes classroom space to be limited
- Increased student numbers have forced spaces to be designated to other areas.
- Increased medical needs and students with 504's add additional concerns for teachers
- Parental involvement, in some cases, is limited especially when both parents work during the day

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**Notes:** (1) In Section VI of this template, you will need to complete an “action plan” for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal’s Performance Review (PPR) goals should be aligned to the school’s annual goals described in this section.

	<b>Short Description</b>
<p><input type="checkbox"/> <b>Goal # 1</b></p> <p><b>ELA</b></p> <p>By June 2011, 100% of ELA teachers will receive professional development on the common core standards and integrate them into classroom instruction as assisted by professional development by Teachers College and our Literacy Coaches. As a result ELA progress will increase by 4% as measured by attendance sheets, student work, portfolios, and NYS ELA results.</p>	<p><input type="checkbox"/></p> <p>With the introduction of the Common Core Standards, we at PS/IS 206 want to make sure that we have provided our staff with the appropriate professional development that will enable teachers to incorporate these standards into the classroom. With the establishment of a new relationship with Teachers College, we are confident that this information will be disseminated and utilized in classrooms. Our literacy coaches will assist in the process.</p>
<p><b>Goal # 2</b></p> <p><b>ELL</b></p> <p>By June 2011, 30% of 2<sup>nd</sup> year ELL students will meet promotional standards in ELA as measured by the NYS ELA assessment, New York City Progress Report, running records, portfolios, classroom assessments, and periodic assessments, and NYSESLAT results.</p>	<p><input type="checkbox"/> A review of the most recent data regarding students who did not meet promotional criteria indicates that the majority of those students were either 1<sup>st</sup> or 2<sup>nd</sup> year ELL students. Although it is clear that it takes more than a year to learn English, we want to provide these students with the necessary resources so that they may maximize their growth.</p>
<p><b>Goal # 3</b></p> <p>Academic Intervention Services</p> <p>By June 2011, classroom teachers will increase Tier 1 strategies in their classrooms by 20% as measured by classroom observations, portfolios, lesson plan books, differentiated, adherence to our AIS handbook. As a result, pull out AIS services will decrease by 20%.</p>	<p>Due to a budget reduction and the philosophy that intervention starts in the classroom, we have created a school AIS handbook designed to give classroom strategies for struggling students in the classroom. Research indicates that a push in program is most advantageous as well. We will provide teachers with appropriate professional development and monitor the success of in class AIS.</p>
<p><input type="checkbox"/></p> <p><b>Goal # 4 Technology</b></p> <p>To develop teachers' expertise in technology in order to</p>	<p>PS/IS 206 has made great strides in the use of</p>

utilize data more effectively and provide technologically enhanced instruction.

- By November 2010, 100% of teachers in grades K-6 will be able to use google.docs in order to record data on reading levels and review student progress throughout the year.
- By June 2011, 80% of teachers will reflect an increase in the knowledge of technology as measured by increase use of data systems, Smart Boards, document cameras, digital cameras, Flip Video Cameras, Laptop or Desk Top Computers, and/or school based web site usage.

technology. In the 2010-2011 school year, all reading levels will be input using google.docs. This centralization of data will enable teachers to closely monitor student progress and document the growth of all students.

Additionally, we will continue to provide teachers with opportunities to develop their technology skills including learning and using excel in order to sort classroom information.

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** ELA

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Goal # 1</b></p> <p><b>ELA</b></p> <p>By June 2011, 100% of ELA teachers will receive professional development on the common core standards and integrate them into classroom instruction as assisted by professional development by Teachers College and our Literacy Coaches. As a result ELA progress will increase by 4% as measured by attendance sheets, student work, portfolios, and NYS ELA results.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• All staff members received the newly approved Common Core Standards in June 2010 in order to prepare for September 2010.</li> <li>• Twelve teachers will attend professional development on the Common Core Standards in the summer of 2010.</li> <li>• The Instructional Cabinet will review and turn-key all progress made with professional development. AIS began immediately in September.</li> <li>• Title I afterschool programs, based on content areas such as Science and Social Studies, will continue in October 2010. These programs have a focus of vocabulary development rather than test preparation. Due to budget reductions, the number of students attending will be reduced.</li> <li>• We have contracted Teachers College and will have a staff developer work with us for 24 days in grades K-8.</li> <li>• All parents will be informed if their child has any drop in scale scores to provide transparency needed to support students.</li> <li>• Teachers continue to learn about and use differentiated instruction.</li> </ul>

	<ul style="list-style-type: none"> <li>• Multiple inquiry groups exist in order to better suit the needs of our students.</li> <li>• Cluster teachers provide morning instruction to students demonstrating a lack of progress regardless of being on standard or not. These teachers will receive PD on the Common Core Standards, attend PD with Teachers College and work in 8 week cycles for 25 minutes every morning with key students.</li> <li>• Faculty conferences will outline the importance of growth and continual PD.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• We received 200 hrs of per session which will be used to have staff members attend PD on Common Core Standards.</li> <li>• Contract for Excellence funding was used to maintain a literacy coach/AIS teacher and a testing coordinator.</li> <li>• Literacy coaches have lab sites designed to model in classrooms. Title I funds are used to pay for substitute teachers.</li> <li>• Two full time literacy coaches provide on-going study groups and PD as well as supporting teachers by modeling in the classroom. Teachers are funded by Title I.</li> <li>• The testing coordinator assists in benchmarking students using the Performance Series, ensuring that all periodic assessments are maintained and provides PD to teachers in need on Acuity and Performance Series. This position is also funded by Title 1.</li> <li>• Weekly common grade meetings allow for teachers to discuss best practices</li> <li>• Title 1 funding will be set aside to pay for afterschool programs to increase quality instruction school wide.</li> <li>• Title 1 per Diem funding is used for scheduled PD days with Teachers College staff developers.</li> <li>• Title 1 per session money is used to allow staff members to participate in PD opportunities.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Running records are taken every 2 months. Fountas and Pinnell leveling system is used to demonstrate gains. Student gains are expected to make increases in reading levels as indicated in the Fountas and Pinnell leveling system.</li> <li>• Performance Series summative assessments are used. The first school wide is administered Dec 2010. Prior to this, students are benchmarked using Performance Series.</li> <li>• Teacher observations of all non tenured staff begin in September 2010 and will be reviewed 2 months after. The anticipated growth is that all teachers review recommendations and improve in their instruction.</li> <li>• School walkthroughs will demonstrate the Common Core Standards and the work of Teachers College in the classrooms.</li> <li>• Administrators will meet with staff developers to discuss the school's progress and progress of individual teachers.</li> <li>• Conference notes are taken daily</li> </ul>

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|--|---|
|  | <ul style="list-style-type: none"><li>• The NYSESLAT takes place at the end of April through May.</li><li>• AIS team meetings are held bimonthly to discuss student results</li></ul> |
|--|---|

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** ELA

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Goal # 2</b></p> <p><b>ELL- ELA</b></p> <p>By June 2011, 30% of 2<sup>nd</sup> year ELL students will meet promotional standards in ELA as measured by the NYS ELA assessment, New York City Progress Report, running records, portfolios, classroom assessments, and periodic assessments, and NYSESLAT results.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Although we understand that ELLs are constantly learning English, we want to supply these students with the best instruction that will enable them to be successful on the ELA. Through our Inquiry Team, we noticed that our students struggle with the lack of academic language rather than with the strategies needed to be successful on the exam. As was the case last year, we will have a school wide effort to deepen vocabulary knowledge for all our students, but in particular, our ELLs. If they have the necessary vocabulary, we believe they will be able to use the skills and strategies necessary to be successful on assessments.</p> <p>During the 2009-2010 year, we focused on long term ELL students. This year our focus will be to support 2<sup>nd</sup> year ELL students as we had a large number of new admits last year. We will use all measures to support these students and help them progress.</p> <ul style="list-style-type: none"> <li>• Ongoing study groups will focus on understanding our ELL</li> <li>• The Instructional Cabinet all received the most recent data on ELL students and EXCEL spreadsheets that they could change themselves to see all areas of need.</li> <li>• We have a yearly focus on vocabulary development that will move our ELLs forward. Our network specialists are visiting our school providing support. There will be many opportunities for PD for staff members</li> </ul>

	<ul style="list-style-type: none"> <li>• AIS will began immediately in early fall. All 2<sup>nd</sup> year ELL students will be identified and we will develop a plan of action to work with them.</li> <li>• Title I afterschool programs based on content areas such as science and social studies began in early fall instead of later in the year. These programs will integrate math skills.</li> <li>• Professional development in the area of differentiation of instruction continues.</li> <li>• Multiple inquiry groups funded by Tax Levy exist in order to better suit the needs of our students.</li> <li>• Cluster teachers provide morning instruction to students demonstrating a lack of progress regardless of being on standard or not. These teachers work in 8 week cycles for 25 minutes every morning.</li> <li>• Students in need of academic support are on 8 week cycles of tutoring with cluster teachers. Every eight weeks our AIS team evaluates progress by the use of Performance Series assessments and places the next set of students into a cycle.</li> <li>• Faculty conferences will outline the importance of deepening of vocabulary. Staff made aware of our goal to strengthen our ELLs.</li> <li>• ELL students receive AIS, plus supplementary Reading and/or Title III ESL after school instruction.</li> <li>• Each student’s individual weakness, strength and academic needs are reassessed to drive instruction.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• Contract for Excellence funding was used to maintain an AIS teacher and a testing coordinator.</li> <li>• Our literacy coaches have expertise in working with ELLs. They will provide PD to all staff members including ESL teachers.</li> <li>• We will be working with Teachers College and staff members will have an opportunity to attend PD specifically aimed at ELL strategies.</li> <li>• The funding spent on our network has enabled us to work with an ESL specialist that will come to our school and assist us in moving ELLs.</li> <li>• The testing coordinator assists in benchmarking students using the Performance Series, ensuring that all periodic assessments are maintained and provides PD to teachers in need on Acuity and Performance Series.</li> <li>• Weekly common grade meetings allow for teachers to discuss best practices</li> <li>• Title 1 funding is set aside to pay per session money for study groups that provide products to increase quality instruction school wide.</li> <li>• Title 1 per session money used to allow staff members to participate in PD opportunities.</li> <li>• Title III funding will be used to fund an afterschool program designed to deepen vocabulary and academic language acquisition.</li> </ul>

**Indicators of Interim Progress and/or Accomplishment**

*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*

- In class spelling inventories and vocabulary assessments
- Performance Series summative assessments are used. The first school wide is administered Dec 2009. Prior to this, AIS students were benchmarked using Performance Series. Students should make 5 % overall gains from September – June 2010.
- Teacher observations of all non tenured staff begin in September 2010 and will be reviewed 2 months after. The anticipated growth is that all teachers review recommendations and improve in their instruction.
- Assessment takes place daily.
- AIS team meetings are held bimonthly to discuss student results.
- Instructional Cabinet meetings take place more regularly- at least 2 times a month.
- Day to day articulation with the AIS teachers.
- NYSESLAT results
- Student writing
- Reading levels
- Portfolios

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** ELA/Math/Social Studies/Science

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Goal # 4</b> <b>Academic Intervention Services</b> By June 2011, classroom teachers will increase Tier 1 strategies in their classrooms by 20% as measured by classroom observations, portfolios, lesson plan books, differentiated, adherence to our AIS handbook. As a result, pull out AIS services will decrease by 20%.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Students in need of support are identified by classrooms teachers based on their classroom assessment.</li> <li>• A running list of students identified as needing support has been collected from the previous year. These students will be closely monitored for progress.</li> <li>• Tier I strategies will be articulated in the newly created AIS handbook which outlines the school protocols for identifying and providing support to students in need.</li> <li>• Teachers will begin Tier I strategies immediately in September.</li> <li>• PD will be available for teachers who need support.</li> <li>• Title I afterschool programs based on content areas such as science and social studies will take place in early fall 2010.</li> <li>• Professional development in the area of differentiation of instruction continues.</li> <li>• Students will be grouped according to need and placed in appropriate programs.</li> <li>• An AIS master list for all students is maintained to include student benchmarks and increase in progress.</li> <li>• Bi-monthly AIS team meetings to look at student work and progress.</li> <li>• Providers use research based intervention programs to meet student needs.</li> <li>• Ultimately, if Tier I strategies do not provide adequate progress, the student will be referred to a</li> </ul>

	pull out AIS program.
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• Contract for Excellence money was used for maintaining a literacy coach/AIS coordinator. This allows for a clearly defined AIS program where students are matched to their needs.</li> <li>• Our testing coordinator, who is also funded by Title I, provides students with benchmark assessments with Performance Series.</li> <li>• Title 1 funds are allocated for after school programs in math, literacy, vocabulary club, and early childhood literacy.</li> <li>• Title III funds used to develop literacy for ESL students in after school programs.</li> <li>• We hope to receive the afterschool violence prevention program funds. These programs offer students with different learning styles opportunities to learn</li> <li>• AIS materials are purchased with Title 1 funding</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• A review of Acuity predictive results. Predictives take place in June 2010 and Oct 2010 to view gains. Students are expected to make gains in their area of improvement. Each student should make a 5% gain in their select area.</li> <li>• In class spelling inventories and vocabulary assessments</li> <li>• Performance Series summative assessments are used. The first school wide is administered Dec 2010. Prior to this, AIS students were benchmarked using Performance Series. Students should make 5 % overall gains from September – June 2011.</li> <li>• Teacher observations of all non tenured staff began in September 2010 and will be reviewed 2 months after. The anticipated growth is that all teachers review recommendations and improve in their instruction.</li> <li>• Assessment takes place daily.</li> <li>• Supervisors review lesson plans and differentiated groups.</li> <li>• AIS team meetings are held bimonthly to discuss student results.</li> <li>• Instructional Cabinet meetings take place more regularly- at least 2 times a month.</li> <li>• Day to day articulation with the AIS teacher.</li> </ul>

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

**Subject/Area (where relevant):** Technology

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Goal # 5</b></p> <p><b>TECHNOLOGY</b></p> <p>To develop teachers' expertise in technology in order to utilize data more effectively and provide technologically enhanced instruction.</p> <ul style="list-style-type: none"> <li>• By November 2010, 100% of teachers in grades K-6 will be able to use google.docs in order to record data on reading levels and review student progress throughout the year.</li> <li>• By June 2011, 70% of teachers will reflect an increase in the knowledge of technology as measured by increase use of data systems, Smart Boards, document cameras, digital cameras, Flip Video Cameras, Laptop or Desk Top Computers, and/or school based web site usage.</li> </ul>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• All teachers will participate in professional development designed to enhance technology expertise as measured by agendas, professional development opportunities, and attendance records.</li> <li>• By December 2010, our technology teacher will offer professional development in the area of technology to 50% of teachers.</li> <li>• Ongoing use of digital equipment will be encouraged. Teachers may borrow digital cameras, Flip Video Cameras, and Laptop Computers, to use for projects in their classroom.</li> <li>• One teacher in our middle school will be developing a technology squad of students during his administrative period.</li> <li>• Our elementary technology teacher will have a permanent room with computers for student use.</li> <li>• All teachers have access to the school based web site and can post lessons, homework, or general information to parents.</li> <li>• All school communication takes place via email.</li> </ul>

	<ul style="list-style-type: none"> <li>• On-going professional development opportunities will continue both internally and externally.</li> <li>• Title I afterschool programs will focus on the use of technology and incorporate Smart Board use and document cameras.</li> <li>• Professional development from Tequipment for the use of Smart Boards and Smart Tables.</li> <li>• All teachers will have opportunities to work with technology.</li> <li>• Smart tables and Smart boards including document cameras will continue to be used in classroom routinely.</li> <li>• ELMOs (document cameras) were purchased with tax levy in order to assist instruction. These will obsolete overhead projectors.</li> <li>• FLIP cameras are used routinely in the classrooms.</li> <li>• The establishment of the BOOT group of students will be trained to assist teachers with technology.</li> <li>• All teachers are responsible for the use of ARIS in order to gather data about students.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• A full time technology teacher (tax levy) continues to teach students in grades K-5. Additionally we have a dedicated technology room.</li> <li>• All Title I afterschool programs will use Smart board technology and SMART table technology.</li> <li>• Circular 6 allowed for two technology teachers working with students on projects for the students and school. .</li> <li>• All new teacher hires were required to have basic technology skills.</li> <li>• A new school aide is proficient in technology and assists in inventory.</li> <li>• All instructional cabinet members are learning to use technology more effectively.</li> <li>• School administrators continue to receive professional development on ATS, EXCEL, and other technology programs.</li> <li>• Contracts for Excellence funding was used to support a literacy coach who will use technology in the classroom.</li> <li>• Teachers will have opportunities to attend professional development designed to improve technology skills.</li> <li>• Title I funding was used to maintain a full time math coach.</li> <li>• NYSTL money will be used to purchase, update, and maintain new computers.</li> <li>• NYSTL software money will be used to purchase programs that will incorporate technology in the classroom.</li> <li>• Title I parent involvement money will be used to maintain our school website that is used to keep communication with parents. Teachers also post important information and homework.</li> </ul>

**Indicators of Interim Progress and/or Accomplishment**

*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*

- All teachers will receive professional development in technology use. We project a 70% increase of various technology use by teaching staff by June 2011.
- Monthly walkthroughs and observations will indicate the amount of use of SMART technology in classrooms.
- A review of the school web site use and the amount of teachers who have established their own class site will enable us to evaluate the percent of teachers with an increase of technology.
- Each teacher who uses technology equipment must sign out the equipment. This distribution list can assist in determining the increase of technology use.
- The amount of correspondence via email and the web site will increase. This will be used to determine increase in technology use.
- Professional development sign in sheets and surveys can be used to measure increase of technology professional development.
- Learning Walks demonstrating technology usage.
- Classroom observations will be used to determine the use of Smart Boards and document cameras.
- Teacher Plans indicating use of technology.
- Student projects and publishing parties demonstrate increase use of technology by students.
- Submissions to our school media center will determine the increase of use by teaching staff.
- Evidence will be seen in bulletin boards and student work.
- Teacher use of data systems such as ARIS, ATS, Acuity, Performance Series.
- Student projects with use of technology.
- Increase use of Smart Boards and Smart Tables.
- Review of the school based web site and teacher pages.
- Faculty Conference agenda and attendance.
- Increase of student projects using technology.

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS**

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	8	0	N/A	N/A	1	0	1	1
1	17	4	N/A	N/A	0	1	0	0
2	33	15	N/A	N/A	0	0	0	0
3	21	20	N/A	N/A	0	0	0	0
4	45	25	24	12	0	0	0	0
5	59	23	15	15	1	0	0	0
6	38	20	10	10	2	0	0	0
7	40	19	10	10	0	0	0	0
8	15	10	10	10	0	0	0	1
9								
10								
11								
12								

**Identified groups of students who have been targeted for AIS, and the established criteria for identification:**

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<ul style="list-style-type: none"> <li>• Academic Intervention takes place in cycles that last 6-8 weeks. Students are reviewed for continued services based on progress.</li> <li>• A review of data demonstrates students who are in need of support based on proficiency and progress. These students receive AIS in the morning with our cluster teachers, in our Title I after school program, and during the day with push in/ pull out intervention.</li> <li>• All classroom teachers provide small group instruction to students.</li> <li>• Differentiated instruction practices are implemented in lessons, center work and assessment.</li> <li>• Great Leaps Program is provided by paraprofessionals in the classroom.</li> <li>• Kaplan Readers' Workshop in grades Three through Seven-differentiated model-push in.</li> <li>• Wilson Program during the day and in Title I After school program, based on assessment and done in small groups.</li> <li>• Foundations Program in Grades K and 2-during the day and in Title I after school program, based on assessment and done in small groups, push in model.</li> <li>• Research based materials such as, Best Practices, Just Right and Guided Reading Books are used in the morning program, during the day and after school.</li> <li>• Research based assessment, Fountas and Pinnell, is used four times a school year to determine progress.</li> <li>• On line Performance Series is used to assess and group according to needs.</li> <li>• Words Their Way Program to enhance word study.</li> <li>• Title III after school program provides motivating programs in the content areas to develop vocabulary and academic language</li> </ul>
<b>Mathematics:</b>	<ul style="list-style-type: none"> <li>• Triangulated data is reviewed to determine students who are need of support based on proficiency and progress.</li> <li>• These students receive AIS in the morning with our cluster teachers, in our Title I after school program, and during the school day with push in/pull out intervention.</li> <li>• Multi-modality teaching in the classrooms addresses different learning styles.</li> <li>• Differentiated instruction practices are implemented in lesson and in center work.</li> <li>• Kaplan Essential Skills and Options Breakaway Math are used in small group instruction during the day and in after school programs.</li> <li>• Every Day Math Assessments are used on an ongoing basis in K to Two.</li> <li>• Math Textbook Assessments i.e. Envision Math and Math Connects are used for grouping in Grades</li> </ul>

	<p>Three to Five.</p> <ul style="list-style-type: none"> <li>• After school Math Club for Grades Six through Eight provides small group enrichment activities.</li> <li>• Grade 7 lunchtime small group instruction.</li> <li>• Title I After school Math Program with small group instruction.</li> </ul>
<b>Science:</b>	<ul style="list-style-type: none"> <li>• Grade Six, Seven and Eight students who are in need of support in core subject areas are given AIS to support their needs during the school day in a push in/pull out program.</li> <li>• Title I After school programs are project based for enrichment with an emphasis on Social Studies and Science. The programs are directly aligned to grade level curriculum.</li> <li>• Students in Grades 3 are provided field trips through the Genovesi Environmental Center. These science- focused trips support the curriculum.</li> <li>• Project based learning in after school programs.</li> <li>• Differentiated instruction practices used to <i>meet</i> student needs.</li> </ul>
<b>Social Studies:</b>	<ul style="list-style-type: none"> <li>• Title I after school programs are project based for enrichment with an emphasis on Social Studies and Science to develop academic language. The programs are directly aligned to curriculum.</li> <li>• The gardening club focuses on students who need kinesthetic experiences.</li> <li>• Varied assessment to give students multiple ways to demonstrate their expertise.</li> <li>• Small groups in the classroom focus on fiction/non-fiction paired guided books on curriculum topics.</li> <li>• Differentiated instruction practices used to meet student needs.</li> </ul>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<ul style="list-style-type: none"> <li>• An AIS Team reviews referrals made by classroom teachers of academically -at risk students who are in need of social skills support.</li> <li>• These students are recommended to the Guidance Counselor who provides 1:1 and small group support. This intervention supports social needs with a view towards academic improvement.</li> </ul>
<b>At-risk Services Provided by the School Psychologist:</b>	<ul style="list-style-type: none"> <li>• Extremely frequent crisis intervention, observations, counseling, consultation with teachers, parents, and outside agencies</li> <li>• Behavioral plans and liaison with home and school.</li> <li>• Intervention plans are established to address behavioral issues that compromise academic growth.</li> <li>• Goals are discussed, three behaviors are selected to be worked for improvement and students are rewarded if goals are met.</li> <li>• A psychologist articulates with the classroom teacher.</li> </ul>
<b>At-risk Services Provided by the Social Worker:</b>	<ul style="list-style-type: none"> <li>• Social worker observes targeted students' behavior in classroom and in 1:1 setting. The goal is to shape behavior to assist the students in focusing on academic success.</li> <li>• Our social worker maintains close communication with parents.</li> </ul>
<b>At-risk Health-related Services:</b>	<ul style="list-style-type: none"> <li>• OT and PT providers work with students to improve the pace of academic growth.</li> <li>• A list of all students with chronic health conditions is maintained and distributed to administrators, teachers, and the nurse and support personnel. This is to ensure that these students are protected in a health related crisis.</li> <li>• Several 504 paraprofessionals work 1:1 with students to ensure that health maintained.</li> </ul>

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

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**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

**Section I. Student and School Information**

Grade Level(s) 2-8                      Number of Students to be Served: 104 LEP 5 Non-LEP  
Number of Teachers 12                      Other Staff (Specify) Supervisor

**School Building Instructional Program/Professional Development Overview**

**Section II. Title III, Part A LEP Program Narrative**

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain

English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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### **Title III Program:**

There are some changes to the Title III program this year. In recent years, the majority of the Title III allocation has been used for an ESL After-School Program, a Family Literacy Program and an ESL Study Group. This year the majority of the Title III allocation will go towards an expanded ESL After-School Program.

### **Program Components**

Prior to formulating a plan, extensive discussions were held to determine the current needs of the students and decide how to make the best use of the funds being allocated. Content area and NYSESLAT data were thoroughly analyzed. The performance of current ELLS and recent FELLs in their individual classrooms were also taken into account. Last year's ELA results showed only 24% of current ELLs are on standard. In addition, while the school's NYSESLAT proficiency rate is still high when compared to the citywide average, there was an 11% decrease compared to last year's NYSESLAT results in reading/writing proficiency levels and a 9% decrease in listening/speaking proficiency levels. Based on these findings, and in conjunction with the findings of the LAP Committee, decisions were made to direct the vast majority of the Title III allocation into a supplemental program that focuses on student learning. This expanded ESL After-School Program will provide additional educational opportunities that students are not exposed to during the course of the school day.

The aim is to create a demanding and exciting atmosphere that students look forward to attending, while maximizing their learning potential. Challenging hands-on, standards based, content area instruction will be provided that encourages student participation. Building academic language will be emphasized and ESL methodologies will be incorporated into instruction. Strengthening reading, writing, speaking and listening skills will take place with the intention of not only achieving NYSESLAT proficiency, but creating well rounded, successful students. After attending the program a measurable goal of a 10% increase in reading/writing and listening/speaking NYSESLAT proficiency levels will be sought. In addition, a second measurable goal seeks to achieve a 10%-15% increase in the percentage of ELLs who are on standard. All teachers expected to be involved have received training on the common core standards. Teachers are expected to incorporate important elements of the common core standards into their instruction.

PS/IS 206 has been increasing the amount of students served via a push-in ESL model. Research has shown that when used effectively, push-in program models successfully address the needs of the ELL population. This program continues this path and will feature collaborative team teaching during every session. To ensure effectiveness, teachers will receive essential PD and have opportunities for articulation before and throughout the length of the program. The plan is to have students seen by both content area/classroom teachers and licensed ESL teachers. The program anticipates four licensed ESL teachers working closely with 8 content area/classroom teachers. All of the content area/classroom teachers involved will have experience working with ELLs and 3 of the anticipated 8 content area/classroom teachers possess M.A. degrees in TESOL.

There will be eight groups of students from grades 2-8. Each group will have between 10 and 13 students. Students will be grouped in contiguous grades based on their strengths and weaknesses. In most cases, beginning/intermediate level students will be separated from advanced level students. Two of the eight groups will feature ELLs who will be taking the ELA for the first time. Each group will be taught by a content area/classroom teacher. Each licensed ESL teacher will be pushing into one group for 45 minutes and a different group for 45 minutes per session. So each session, the students will spend 45 minutes with their content area/classroom teacher and then 45 minutes with both a licensed ESL teacher in conjunction with their content area/classroom teacher. The sessions will be for 90 minutes, every Tuesday and Thursday. This allows the program to reach a relatively large amount of ELLs, ensures the ESL licensing mandate is followed, allows for small class size, and gives the students the opportunity to work with both ESL and content area teachers every session.

**Grades: 2-8**

**Length: 90 min.**

**Group size: Between 10-13 students**

**Days: Tuesdays and Thursdays**

**Duration: Early November-Late February**

<b>Groups</b>	<b>Levels</b>	<b>Content Area/ ClassroomTeacher</b>	<b>Licensed ESL Teacher</b>
Grades 2 and 3	Adv	1 Teacher 90 min.	1 Licensed ESL Teacher- push-in/ 45 min./45 min.
Grades 2 and 3	Beg/Int	1 Teacher 90 min.	
Grades 4 and 5	Adv	1 Teacher 90 min.	1 Licensed ESL Teacher- push-in/45 min./45 min.
Grades 4 and 5	Beg/Int	1 Teacher 90 min.	
Grades 6-8	Adv	1 Teacher 90 min.	1 Licensed ESL Teacher- push-in/45 min./45 min.
Grades 6-8	Beg/Int	1 Teacher 90 min.	
Grades 3 and 4 First Time Taking ELA	All levels	1 Teacher 90 min.	1 Licensed ESL Teacher- push-in/45 min./45 min.
Grades 4 and 5 First Time Taking ELA	All levels	1 Teacher 90 min.	

**Professional Development Program** – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

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An important component of the program will be targeted professional development and close coordination/articulation between the teachers who are working together. All PD topics will be led by an experienced facilitator with an ESL license, but since there will be many veteran teachers with varied experiences, all PD sessions will be collaborative in nature. All PD sessions will be open to attendance from school wide personnel. There will be two initial professional development/teacher articulation sessions before the program begins and ongoing professional development/teacher articulation once a month.

Prior to the beginning of the program, all teachers will receive current information about every child in their class. They will know their most recent content area scores, NYSESLAT modality strengths and weaknesses, and Fountas and Pinnell benchmark assessment levels. They will articulate with the child’s push-in/pull-out ESL teacher to have an understanding of their learning styles. This will create a smooth opening to the program and allow the teachers to plan effectively based on the needs within the classroom.

Teachers will also receive an initial, mid-point, and final assessment checklist to be filled out for each child. This checklist will coincide with the educational goals of the program. This is a way for teachers to measure progress on an ongoing basis, instead of waiting for the ELA or NYSESLAT scores to arrive.

The two initial topics will be: A Program Overview/Success with Collaborative Team Teaching and Using Articulation to Enhance Student Performance. The second half of all PD sessions will allow time for teacher coordination/articulation. They will exchange ideas, promote best practices, discuss student performance, and plan accordingly. All PD/Teacher Articulation sessions are scheduled for an hour.

All PD sessions are intended to enhance and contribute to the existing skills sets of the teachers. All topics are relevant to the short and long term success of the students in the program and to the long term performance goals of the teachers in their classrooms.

Additional topics that will be explored during monthly PD/Teacher Articulation sessions are in the table.

### **Anticipated Schedule of Professional Development and Teacher Articulation**

	Professional Development Topic	Teacher Coordination/Articulation
Early November—Before Program Begins 3:15-4:15	Overview of Program/Success with Collaborative Team Teaching	Coordinated Teacher Articulation
Early November—Before Program Begins 3:15-4:15	Using Articulation to Enhance Student Performance	Coordinated Teacher Articulation
November 3:15-4:15	Interesting Ways to Build Academic Language	Coordinated Teacher Articulation
December 3:15-4:15	Using ESL Methodologies to Implement Common Core Standards	Coordinated Teacher Articulation

January 3:15-4:15	Creating an Engaging Classroom Environment for ELLS	Coordinated Teacher Articulation
February 3:15-4:15	Using Differentiation to Provide Challenging yet Accessible Instruction	Coordinated Teacher Articulation

**Parental Involvement:**

PS/IS 206 recognizes the importance of parental involvement in the school. As described in the LAP and Translation Services Plan, parents are encouraged to become actively involved in the education of their children and active partners with the school. The presence of the language barrier makes it difficult for many parents to maintain an active level of involvement with the school and with their child’s education. A goal of the Title III funds is to increase parent involvement with both the school and with their child’s education at home.

On a select day, parents will be invited to attend and observe The Title III After-school Program. Parents will learn about what their children are doing in the classroom and learn ways to reinforce their learning at home.

**Parent Workshops:**

A licensed ESL teacher, the school’s bilingual parent coordinator, and additional translators if needed, will conduct interactive parent workshops titled: **Ways to Reinforce Student Learning at Home—Even if English Is Not Spoken** The focus will be on parents of current and former ELLs. Since most parents of ELLs do not speak English at home, additional efforts will be made to encourage strong attendance through outreach and translation. Parents will learn ways to strengthen their child’s education experiences despite their own language barriers. Additional translators from the school’s translation team will be present if needed.

**Section III. Title III Budget**

School: PS/IS 206 BEDS Code: 332200010206

<b>Allocation: \$ 30,680</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of Proposed Expenditure</b>
<b>ESL After-School Program:</b>		<p>12 Teachers will be working in the program. The program will have 26 sessions every Tuesday and Thursday each lasting 90 minutes. Each teacher will teach 39 per session hours from early November until late February with a total of 468 per session hours in the program as a whole.</p> <p>An Assistant Principle will be on site part time. The school principal will be on site at all other times at no additional cost. There will be an administrator/supervisor in the building at all times throughout the length of the program.</p>
<b>Supplies and Materials:</b>		<p>Recognizing this is a supplemental program, students will not be utilizing existing classroom materials such as ESL workbooks as the framework for instruction. However, students will make use of existing technology within the classrooms such as computers, smartboards, elmos, and flip camcorders.</p> <p>General supplies: Notebooks, writing journals leveled book chosen by student, pens, and copies.</p>
<b>Professional Development/Teacher Articulation</b>  <b>ESL After-School Program:</b>		<p>There will be 6 per session PD/Teacher Articulation sessions. A Licensed ESL Teacher will facilitate all PD/Teacher Articulation sessions.</p>
<b>Parent Workshops:</b>  <b>Grades K-3 Workshop</b> <b>Grades 4-8 Workshop</b>		<p>Two separate workshops will be held. A licensed ESL teacher will facilitate each workshop.. The bilingual parent coordinator will provide translation services at each workshop.</p>

<b>Supplies and Materials:</b>		Flyers will be distributed in the parents' preferred languages prior to the workshops and handouts will be distributed in the parents' preferred languages during the workshops.
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## APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

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

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

#### **Part A: Needs Assessment Findings**

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

PS/IS 206 is a PreK – 8 school that serves a community with a large number of parents and students who speak a language other than English at home. This diversity ensures a rich educational atmosphere for the students but also presents many challenges. Effective communication with parents is one of the many challenges. According to the most recent home language report, English is the home language of 27.1% of the families at the school. PS/IS 206 recognizes the importance of parent involvement in their child's education and continues to strive to eliminate communicational barriers between parents and the school. These are some of the measures that are currently in place to identify translation/interpretation needs:

#### **Formal Indicators:**

**Blue cards:** Every child in the school has a blue card on file filled out by their parents/guardians. The blue card has a specific section where the parents must specify their preferred written and oral language of communication. The parents receive these cards initially at their child's registration and during the first week of every September when classroom teachers hand out the cards to all students in their classes. The cards are distributed in English and translated cards are distributed in the child's home language. The school currently has eight translated blue cards that are handed out. They are Chinese, Russian, Spanish, Haitian Creole, Urdu, Arabic, Korean, and Bengali. If a student's home language is not represented on one of these translated blue cards, then all efforts are made to find a translator to assist. Often the parent brings in a family member, neighbor, friend or advocate. The school also has a multilingual in-house translation team comprised of teachers and school employees and there is a district wide list of multilingual staff members in other schools who are able to assist. In addition, there are times when the NYCDOE Translation Unit is contacted and provides translations and assistance. All completed blue cards are sent down to the office which compiles and continuously updates the data into the computer system. This allows the school and individual teachers to know the exact translation needs of our school community.

**Home Language Information Surveys:** Every child in the school must have a HLIS. They are given to every new student at registration and must be filled out by their parent/guardians. The HLIS are given to the parent/guardian in English and in the appropriate home language. Like the blue cards, there is a section on the HLIS asking the parent to state their preferred written and oral language of communication. If a student transfers into the school from an existing NYC school, the HLIS is sent from the prior school and is examined upon arrival. The HLIS and the blue cards are the formal indicators for both the school and individual teachers to meet the particular translation needs of parents.

#### **Informal indicators:**

As in any school environment, there are times when teachers end up speaking or meeting with older siblings, aunts and uncles, grandparents, etc.... The blue card or HLIS might indicate the parent/guardian's preferred language of communication but the person, for instance a relative, who the teacher is speaking with might have a different preferred language. Teachers, administrators, and office staff often have to informally speak with (sometimes with the help of a translator) the students and parents to find out if there are any **additional** translation needs that are not mentioned on the blue cards or HLIS. In addition, at the beginning of every school year, teachers ask the children in their classrooms if there are any translation needs in order not to miss any **additional** needs.

Using these formal and informal methods, the school and each individual teacher has an accurate account of the preferred language of communication of the students and their families.

As in all schools with large non-English speaking populations, it is important not only to identify the preferred language of communication, but also to determine the unique needs of the various populations within the school that require translations. Each year there are ongoing meetings and informal discussions held among staff, teachers, the parent coordinator, bilingual family workers, and students to identify communication changes and the translation/ interpretation needs of non-English speaking parents. Each year presents new issues and the school attempts to address any new issues and prevent others from arising.

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

A careful analysis of family home language data at PS/IS 206 as of October 2010 indicates that out of a school population of 1398 students: 33.4% speak Chinese, 27.1% English, 20.6% Russian, 4.7% Spanish, 3% Urdu, 2.4% Arabic, 1.7% Turkish, and 1.4% Vietnamese. The rest speak a number of lower incidence languages with a few being Punjabi, Portuguese, Polish, Uzbek, Ukrainian, Burmese, Armenian, Bengali, Georgian, Filipino, Portuguese and Korean. This shows a significant need for translation and interpretation services.

As mentioned earlier, the school has a multilingual in-house Translation and Interpretation Team made up of school staff members. The team has staff that fluently speaks and writes in Chinese (both Mandarin and Cantonese), Russian, Spanish, Vietnamese, Filipino, and French. These staff members currently provide assistance needed with translation and interpretation services. In the past, the school has conducted a school wide staff language survey to determine all languages spoken and written by staff members who would be able to provide translation and interpretation assistance. From this survey, a list was compiled that is available in the school office. Every year this list is updated depending on changes in staff. The school, however, does not currently have a staff of translators and interpreters in some of the lower incidence languages spoken such as Urdu, Uzbek, Arabic, Turkish, Albanian, Polish, Georgian and Korean. In these cases, PS 206 makes use of all options available both citywide and throughout the district. Surrounding schools have translators and interpreters who have been helpful. In addition, requests for assistance are forwarded to the NYCDOE Translation Unit to receive the desired translations or provide over the phone translation services. In the past, the school has made use of parent volunteers in particular languages especially during parent teacher conferences. The school is addressing this by reaching out to parents again this year.

Although attempts are consistently made to translate documentation as much as possible into as many languages possible, it is apparent that in a school as large and diverse as PS/IS 206, there were times when a language barrier created the inevitable communication difficulties. Based on the steps

outlined in this document, PS/IS 206 is trying to address these situations although it must be noted that every year the number and extent of these instances has been dropping and the school is attempting to minimize them even further.

### **Recent and Noteworthy Additions:**

The school has created a **website** at [www.psis206.org](http://www.psis206.org). The school website is translated into 35 different languages and up to date information is posted. Students, parents, and teachers are all encouraged to use the website and parents are able to communicate directly with teachers via email in their preferred languages. The website is a user friendly way to promote active involvement in the child's education and functions as an additional channel for communication.

**Translation Equipment Units** have been purchased and are being used during important meetings and school functions. A person speaking at the meeting or function speaks in English and the parents who require a translation can listen to the translation unit and everything is simultaneously translated into the parents' preferred home language.

The school has purchased a **school message service**. This service is able to provide individual or mass phone calls in English or the parent's home language. For example, if something important happens and the school has to send a message out via the telephone or if the school chooses to use the telephone to communicate this particular piece of information, the school message service has the capacity to translate the original school message from English and send it out to the parents in their particular preferred languages of choice. As of the writing of this report, the school message service is being utilized in English but provisions are being made to provide messages in other languages.

These additions will contribute to the school goals of high student achievement and increased family involvement. These additions were shared with school staff in faculty meetings, with students through school public announcements, with parents through school letters, school website postings, and at Parent Association meetings.

## **Part B: Strategies and Activities**

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

To facilitate parental involvement with the school, support their child's education, and to ensure non-English speaking parents are as informed as any English-speaking parents, PS/IS 206 has a number of established procedures in place. As described earlier, PS/IS 206 has an existing multilingual in-house team to provide written translation and interpretation services. PS/IS 206 makes use of existing written DOE translated documents that can be ordered or downloaded. All DOE provided parent translation letters are utilized by the school. If DOE provided translated documents are not available for a particular situation, in accordance with Chancellor's Regulation A-663, the team consisting of staff members will do the following:

(If services cannot be provided in-house then the school will attempt to use the NYCDOE translation unit, parent volunteers, translators from other schools within the district, or outside vendors.)

- Letters and documents from the school will be translated into the family's home language, such as upcoming city/state exams, commendation or discipline notices, potential holdover notices, notices of important parent meetings, trip permission slips, school policies and guidelines, registration and transfer information, etc...
- Based on Section VII of Chancellor's Regulations A-663, students whose primary language is a covered language will have documents translated pertaining to health, safety, legal or disciplinary matters, entitlement to educational programs, and permission slips/consent forms.
- Teacher generated letters will be translated into the family's home language.
- Report cards are sent home along with translations in parents' requested languages. Blue cards are distributed in eight different languages.
- Letters, forms and important meeting schedules about the middle and high school application/admission process will be translated into the family's home language to ensure parents have adequate information to make informed decisions.
- City and State test information will be distributed in the family's home language so parents will know exactly the importance of the tests, the schedules of the exams, and how children can prepare for the examinations.
- School guidance counselors and SBST members will be able to have sensitive forms or letters translated into the family's home language that are not otherwise provided.
- Dual language dictionaries/glossaries will continue to be purchased for the students in the school as needs arise.
- Notices will be sent home prior to parent teacher conferences asking the parents if they require translation services during the conference.
- Signs are posted throughout the school in the nine DOE covered languages for parents' convenience.
- Important information is included on the school's website which is available in 35 different languages.

When translation or interpretation needs arise, school staff/teachers are asked to notify the school office or members of the in-house translation team with the request. The services will then be arranged in a timely fashion.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Ongoing conferences/discussions are held with parents, teachers, the parent coordinator, family workers, secretaries, students, and the school administration. Through these conferences and meetings, the following situations were determined to be in need of oral interpreters:

- Parent orientation meetings
- Parent-Teacher Conferences
- Parent Association Meetings
- Emergency contact situations
- Administration/parent meetings
- Test preparation parent meetings
- Academic guidance issues

- Annual Middle School High Open House for prospective 6th graders
- Non-English speaking parents need assistance during the application process to middle and high schools
- Open Houses
- Workshops
- Individual registrations
- Special Education meetings and issues
- School safety meetings and issues
- Legal and disciplinary matters
- High registration periods
- Home visits

Oral interpretation services will be provided to the parents and students by multilingual in-house school staff, or through the NYCDOE translation unit, multilingual school employees in surrounding schools, parent volunteers, or outside vendors.

3. Describe how the school will fulfill Section VII of Chancellor’s Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor’s Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

PS 206 follows the regulations and guidelines within Section VII of Chancellor’s Regulations A-663. Actions and policies pertaining to the Chancellor’s regulations have already been described in previous parts of sections A and B of this plan. In addition to what was described, there are currently signs indicating the school office location at the front entrance of the building in all nine DOE covered major primary languages. There is also a sign in all nine DOE covered major primary languages in front of the main office informing parents that translation services are available at their request.

As described earlier, measures and policies are in place at the beginning of every school year to learn and document the preferred language of communication of every child in the school and every parent/guardian of that child. Measures are also in place to learn the specific communication needs of other family members the school/teacher may have contact with. As described earlier, measures and policies are in place governing written and oral translations/interpretations. In addition, in accordance with A-663, parents/guardians are notified and given access to the Bill of Parent Rights and Responsibilities. Provisions are made within the school safety plan to address the communication needs of parents. As described earlier, the school has recently purchased translation equipment units, a multilingual school message program, and has a school website that is translated into 35 different languages. Every classroom teacher is expected to have a list of translation needs to ensure all needs are addressed both in the classroom level and at home. PS/IS 206 will continue to strive to remove communication barriers between the school, teachers, and parents.

The in-house multilingual translation team consists of:

<u>Language</u>	<u>Staff</u>	
French	D. Keyes	(Principal)

Chinese:	J. Hom	(Parent coordinator)
	L. Mina	(Paraprofessional)
	Ming Li	(Paraprofessional)
	R. Jhan	(ESL teacher)
Spanish:	C. Boyd	(Spanish teacher)
	A. Tipaldi	(Spanish teacher)
	T. Hiller	(Teacher)
	L. Martin	(Paraprofessional)
Russian:	D. Rampino	(Paraprofessional)
	Z. Safronsky	(Teacher)
	R. Shak	(Paraprofessional)
Vietnamese:	O. Pinkhsova	(Paraprofessional)
	L. Mina	(Paraprofessional)
Filipino:	V. Capa	(Teacher)



## APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

*All Title I schools must complete this appendix.*

### Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

### Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$801,273	\$492,817	\$1,294,090
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$8,012	\$4,928	\$12,940
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$40,064	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$80,127	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

### Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

**Explanation – School Parental Involvement Policy:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

***Explanation – School-Parent Compact:*** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

## Parent Involvement Policy

PS/IS 206 reviewed the 2009-2010 Parent Involvement Policy with our Parents Association and our Title I Parent Advisory Committee in October 2010

### How parents will be included in the development of school-level parent involvement activities funded through Title I

An annual Title I meeting will be held in the first month of the school year. A letter and agenda will be sent home to parents alerting them to the date and time of the meeting. Parent Association meetings will be utilized to access parents and address Title I funding. Additionally, there is a Title I committee (PAC) that meets with the principal to discuss their feelings on Title I funding. The issue of Title I funding is also addressed at monthly School Leadership Team meetings.

Communication is vital for the success of our school. Both school staff and parents will work collaboratively to actively seek out opportunities to discuss the progress of children. We realize that many parents are not available during the day and as such, opportunities will be made to better accommodate parents beyond Parent Teacher Conference evenings. Teachers and administrators will be available before and after school as well as during preparation periods to discuss any concerns.

### How parents will be involved in the continuous improvement of school level programs funded by Title I

The school will provide a description and explanation of the curriculum used, the forms of assessments, an explanation of the NYC Progress Report, Quality Review, and NYS Report Card. Student expectations will be clearly articulated to parents. Workshops will take place explaining the contents of state exams and how they may help their children be successful. A Parent School Compact designed by the school and parents outlines the shared responsibilities of students, parents, and staff members for the continued academic success.

#### How parents will share the responsibility for high student performance

Family feedback, beyond report cards and parent teacher conferences is important. Teachers will be asked to contact families on a regular rotating basis. Teacher contact will be an opportunity to express a student's growth and where he/she still needs help. In addition, parents will receive a midyear brief progress report in January that will provide parents with an update of growth. Any student in jeopardy of not being promoted will have the opportunity to meet with the Pupil Personnel Team to discuss strategies to move the student sufficiently. The team will share with parents the action plan that is outlined by the school, which identifies the area of concern and how they will be resolved.

#### Flexible schedule of regular meetings with parents-before, after, and during the school day

A home school partnership is essential to the success of our students. We all know the daily demands of life can be overwhelming. Parents work hard to provide for their family financially and emotionally. One of our main goals is to work with parents at times that they are available such as early morning and evening. Parent Association meetings alternate from morning to evening. Workshops are provided after school, in the evening, and in the mornings. Workshops provide a variety of services including programs for parents who are English Language Learners. Translation services are provided at all meetings.

The first Friday of every month will be Open House for designated classrooms during the first scheduled period. (K-2 and 3-5 will alternate months.) Each month the focus will be changed. Parents will have the opportunity to see and work with their children involved in various subject areas. This opportunity is exciting for both students and parents. We expect students to share their critical thinking skills and ideas with their classmates and parents. This opportunity gives parents a clearer understanding of what their children are doing during the day and can assist in helping their children with their homework. The Open House will be followed by a parent workshop where parents can have a hands-on experience with the curriculum.

In addition, parents have the resource of the school web site which lists important events and meetings, lists homework assignments, and enables parents to send questions in via email.

#### Process for responding to parent concerns regarding Title I funds

Parent concerns will be logged in and dealt with in a timely manner. Administrators will be available by appointment or on the phone for discussion on how their child's needs can be best met. Parent suggestions and recommendations are always welcome to assist us in improving the school and advancing academic success.

#### How parents will be provided with timely information about instructional programs

Prior to any Title I program start, parents will receive a letter requesting permission to have their child participate. The letter will contain information about the program, the days and times, what material will be covered. AIS providers will talk with parents who have any questions about the program.

How we will increase accessibility for parents with disabilities and how communication with non-English parents will be provided in parents' native language to the extent practicable

Although PS/IS 206 is not a barrier free school, most parent workshops and meetings take place on the first floor, making accessibility for parents with disabilities easier. Parents are encouraged to let the school know of any problems that may cause them difficulty in participating in school events. If a parent is unable to attend, our parent coordinator can relay important information to the parent on the phone. Additionally, our 2 family workers can make home visits if needed.

All written communication at PS/IS 206 is translated into Chinese, Russian, and Spanish on a regular basis. We use the DOE translation unit when possible but we also have in house translators. We have recently purchased translation units which are used regularly at all school events. These units allow for simultaneous translation. We use our in house translators to communicate the information as the workshop is taking place. We have also sent home letters in all languages letting parents know that we will provide all information in their native language.

How the school will involve parents in the annual evaluation of the effectiveness of the parental involvement policy

At the end of every school year, school members and parents will evaluate the effectiveness of the Parent Involvement Policy through discussion and survey. Information and recommendations obtained from this will be used to create new strategies to improve parental involvement.

During the year, there are several informal meetings with the school's leadership team and parent's association. These give the community an opportunity to put forth new ideas and discuss what is working well and what needs to be changed

**Explanation** : Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

## SCHOOL-PARENT COMPACT

The PS/IS 206 Joseph F. Lamb School and the parents of the students participating in activities, services and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA), agree that this compact outlines how the parents, the entire school staff and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the state's high standards.

This school-parent compact is in effect during school year 2010-2011

## SCHOOL-PARENT COMPACT PROVISIONS

### School Responsibilities

The PS/IS 206 Joseph F. Lamb School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables all children to meet the State's student academic achievement standards as follows:

Our Mission Statement outlines that as a school we will provide the best possible education for every student in a stimulating, challenging and safe environment with high performance standards and current technology. Programs to support student achievement are provided through Academic Intervention Services, reduced class sizes in selected grades, after school programs in literacy and mathematics, differentiated instruction, research based curriculum and assessments, providing qualified/certified teachers, and furnishing them with Professional Development.

2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

Parent Teacher conferences will be held on November 9<sup>th</sup> and March 15<sup>th</sup> for the 2010-2011 school year.

3. Provide parents with frequent reports on their child's progress.

Specifically, the school will provide reports as follows:

Calendars, dissemination of Standardized exam results, report cards (3 for elementary school and 4 for the middle school). During Parent Teacher Conferences, teachers and parents will review formal and informal assessments, portfolios, Periodic Assessments and benchmark tests. Teachers will also

schedule individual conferences on an as needed basis. The parents will be provided with information to access the school website and Department of Education website. Documents will be provided or translated into the parent's preferred home language.

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

The Parent Coordinator, Ms. Jennifer Hom, can be contacted through her dedicated cell phone or at the main school number to address parent concerns and to assist in scheduling appointments for parents. Teachers are available, by appointment, before and after school and during teacher preparation time. Teachers will also meet with parents during parent teacher conferences and parent orientations. The school administration is available to meet and speak with parents on an as needed basis and through scheduled appointments which are mutually convenient.

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

Parents are invited and encouraged to attend parent orientation meetings, volunteer as class parents, attend open school week activities, and attend culminating curriculum activities, i.e., author celebrations, project presentations, and class trips, as appropriate. Parents are further encouraged and invited to attend school wide and/or grade specific workshops on topics such as literacy, mathematics, test preparation, study skills, technology, ESL classes, reading, ESL courses, and home based educational activities.

#### Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- To share in the responsibility for improving our children's achievement in school
- Monitor our child's attendance and punctuality.
- Support good study habits and make sure that homework is completed. In addition to ask for help when needed.
- Monitor that our child reads at least 30 minutes every day outside of school time and completes required reading logs.
- Monitoring amount of television our children watch and supervise computer use.
- Encourage my child to attend Academic Intervention Services and/or after school programs if my child has been invited to attend.
- Attend Parent Orientations, Parent Teacher Conferences, Open School Week, and other events that foster a strong home/school partnership.
- Volunteering in my child's classroom as appropriate.
- Participating, as appropriate, in decisions relating to my children's education.
- Sharing important information about my child which may affect his/her educational progress.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- To request and actively participate in various workshops offered by the school.

- Serving, to the extent possible, on policy advisory groups, such as the school's School Leadership Team or the Title I Policy Advisory Committee.

### Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Arrive to school on time and be prepared to learn.
- Do our homework every day and ask for help when needed.
- Read at least 30 minutes every day outside of school time.
- Complete all projects and assignments required for graduation (Grade 8 students)
- Attend after school programs if I have been invited to attend.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- Speak to my teacher(s) about concerns I have about my learning.
- Speak to my parents/guardian about my school work.

### Additional School Responsibilities

The Joseph F. Lamb School PS/IS 206 will:

1. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
2. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will offer a flexible parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. This year's Title I meeting took place on September 30, 2010 at 6 pm.
3. Provide information to parents in an understandable format, upon the request of parents with disabilities, and to the extent applicable, in a language that parents can understand.
4. Provide to parents information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
5. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.

6. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.

7. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002)

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School	Parent(s)	Student
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Date

### Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

#### Section I: Schoolwide Program (SWP) Required Components

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

PS/IS 206 analyzes various data sources to evaluate the needs of our school. Please refer to our needs assessment on pages 10-14 for a thorough review of where we plan to focus during the 2010-2011 year. Data resources include all assessments such as Acuity, Performance Series, School Report Card, Progress Report, ELA, Math, Social Studies, Science, NYSESLAT exams, and student running records. PS/IS 206 believes in collaborative inquiry and all staff members are part of the process of identifying and addressing student needs. We have various inquiry committees that analyze and diagnose data. We conduct a needs assessment of parents, teachers, and students every year by reviewing our Learning Environment Survey responses and gathering input from monthly parent meetings.

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

Through careful planning and resourceful budgeting of funds, PS/IS 206 not only continues to provide learning programs before, during, and after school, but has increased the quantity and quality of these programs. For the 2010-2011 year, we continue to offer Title I programs that engage and motivate students in the content areas. Programs are being in curricular areas including Science, Social Studies, ELA, Mathematics and Technology. These programs are designed as project based, engaging programs to offer differentiation of instruction and exploration of core areas. PS/IS 206's goal is to provide enough programs to enrich the lives of all students in need. We still are providing academic intervention to students who did not demonstrate proficiency in core areas. However, we are also offering programs to strengthen the academics of students who did not attain one year of growth, to challenge students in our Gifted and Talented and CIG classes, and to increase the growth of students who are making adequate progress. Data sources continue to be utilized to determine the needs of students who require additional services. Identified students are invited to our various programs.

- b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

Title I funding is used to support underperforming students in our before and after school program and is offered to students in order to close the achievement gap. Our Pupil Personnel and AIS Team seek to identify student needs and accelerate learning. All students below 650 on ELA and Math are identified and serviced. We also provide targeted assistance for students who begin to struggle. Our aim is to reach these students before the gap becomes too large. Additionally, all students are monitored for annual progress as described earlier in our goals. The centralization of data gives us a schoolwide view of the needs of our students. All students who do not make a year's progress are provided academic intervention. Teachers and administrators work together to identify students and provide them with the best instruction for their needs.

- o Help provide an enriched and accelerated curriculum.

Although many schools have sacrificed their Arts programs due to placing more time and funds to focus on academics, PS/IS 206 understands the value that arts programs bring to our community of learners and has been resourceful enough to allocate funds and time to strengthening these programs while still providing a challenging core curriculum. Every grade level is involved in at least one music or dance activity either during the school or after school. All students and parents are invited to take part in our after school violin program. We also offer after school activities such as chess, art, cooking and gardening.

- o Meet the educational needs of historically underserved populations.

PS/IS 206 offers comprehensive targeted instruction. Several teams, including our Inquiry Team, our Instructional Cabinet, and our AIS Team, review data to identify historically underserved populations. We are acutely aware that our ELL students must be our priority based on past year's results. We also offer access of data to all teachers via Acuity, ARIS, and review the data at faculty conferences. Data is also disseminated via DOE

email. Based on this information, we provide small group instruction both before and after school. We also provide project based learning and differentiation of instruction. A review of our NYS Report Card indicates that traditionally underperforming students in NYC are not underperforming in our school. We are working to accelerate their learning and progress.

- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

As stated in Part C, Appendix 4, Sections 1 and 2, we are identifying students in need of academic intervention and providing these services accordingly. However, we realize that students have other issues and/or needs that may affect their academics. In addition to providing mandating counseling services as required by students' IEP, our two guidance counselors, school social worker, and school psychologist provide at risk ERSA counseling to students on an as needed basis. These students are usually identified by teachers who have observed the students' behaviors and have already tried interventions in the classrooms.

- Are consistent with and are designed to implement State and local improvement, if any.

PS/IS 206 administrators, coaches and coordinators explore the newest scientifically based research and analyze whether programs would be appropriate to implement for our population. Teachers are encouraged and invited to take part in the selection of any new programs. Intensive training is provided to teachers to ensure successful implementation of these programs to result in increasing student progress.

### 3. Instruction by highly qualified staff.

All teachers in PS/IS 206 are highly qualified. As professionals, however, we realize that our learning is continuous. PD is offered in the areas of ELA, Math, and Technology as to meet the needs of the school and to align to the state standards. Common preps are used to introduce new programs and to provide support to the teachers.

### 4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

All staff members are provided with ample opportunities to attend Professional Development in an assortment of areas. ELA staff development is facilitated onsite by our two coaches, Teachers College staff developers, our two onsite ESL teachers, and an ESL liaison. Math professional development is facilitated by our math coach. Special Education teachers are provided with training and support by our special education coordinator. Our technology teacher offers workshops in computer applications. These staff members and outside consultants are supporting teachers yearlong inside the classrooms as well by modeling lessons, providing training on new and existing programs; and, they are available on an ongoing basis to address any

specific concerns faculty members have. All staff members are encouraged to facilitate workshops in areas of strength that can benefit the school. Additionally, staff members participate in ongoing PD by our Network, Teachers College, and ProTrax opportunities. Paraprofessionals experienced with such programs as Great Leaps provide training to newer paraprofessionals. Staff members collaborate via study groups, in team teaching classes, and at grade conferences. New teachers are provided with mentoring by our experienced, supportive teachers. Our open school environment encourages staff members to take initiative to approach and assist each other as well as to recommend to administration areas in which training is desired. Monthly Special Education meetings are held to disseminate new information to the Special Education Teachers, Related Service Providers, SAT members, and the IEP Specialist.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

PS/IS 206 has built partnerships with Brooklyn College and Kingsborough Community College. Student teachers from Brooklyn College intern with us. They are mentored by our staff members, and provided with guidance to assist our students in improving academic performance. This gives us the opportunity to view these candidates for future positions. Administrators attend job fairs. The climate of PS/IS 206 makes it attractive to teachers who want to work in our environment. We hold a rigorous interview process. Candidates are required to model lessons in content areas. Kingsborough Community assists us with workshops on bullying and also works with Junior Achievement.

6. Strategies to increase parental involvement through means such as family literacy services.

PS/IS 206 has an active Parent's Association and School Leadership Team who are involved in the decision making progress. Parent meetings take place every month and the principal is on hand to listen to feedback and concerns. We have an open house once a month which is followed by a Parent Workshop. Translation units enable parents to hear workshops and events in their native language. Staff members meet with parents regularly to give information on the short term progress of the students. Parents are invited into early childhood classes monthly to take part in educational activities. Parents are also invited to publishing parties, assemblies, and on class trips. Additionally, we hold events that our parents look forward to attending such as Cultural Night and our annual Talent Show.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

PS/IS 206 holds frequent open houses in order to ease the transition process into Pre-K. We also hold monthly workshops, a kindergarten fair, and offer an extended registration period. Our parent coordinator is available at all events and at registration to assist parents or guardians with any concerns they have. Booklets are available which outline expectations. Translations of documents and verbal translations are available in Chinese, Spanish, Korean, Vietnamese, and Russian both verbally and in written form. Parents are encouraged to sign up for parent-of –the-month and to be interactive in the classroom environment.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

PS/IS 206 has various inquiry teams including our official Inquiry Team, our Instructional Cabinet, our SLT Committee, our AIS team, our Attendance Committee, our Safety Committee, etc. These committees meet with each other and with teachers and other staff members throughout the school to discuss data, student achievement and strategies to improve instruction. It is our goal to have 90% of the faculty members directly involved in some type of inquiry committee this school year. Open communication is also encouraged daily. Teachers are encouraged to use ARIS and Acuity to view student progress. The principal and three assistant principals maintain an open door policy encouraging teachers and other faculty members to make suggestions daily in person, by phone and via email. ELA and math coaches, the AIS coordinator, the testing coordinator, the special education coordinator and the ESL teachers are also available to work with teachers and other faculty members to discuss any issues and listen to teacher recommendations. Concerns are brought up during Cabinet Meetings. Faculty conferences are used to discuss data formally. Teachers are encouraged to provide feedback during faculty conferences.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

AIS providers were assigned to work with students in small groups in the beginning of September based on analysis of last year's data. Programs were made available during and after school. Teachers are constantly observing students in the classrooms through both formal and informal assessments and running records. Teachers immediately identify at risk students based on these assessments and provide Tier 1 intervention strategies in the classroom. Literacy and math coaches, the AIS Coordinator, the ESL teachers and coordinators, and the special education coordinator are available to recommend intervention strategies, model lessons, and team teach in classrooms. Acuity exam dates are adhered to in accordance with the school calendar. The testing coordinator ensures a quick turnaround time for scoring predictives and diagnostics are recommended. The testing coordinator provides teachers with a hardcopy of their class's results and encourages them to view individual student data online.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

PS/IS 206 holds frequent open houses in order to ease the transition process into Pre-K. We also hold monthly workshops, a kindergarten fair, and offer an extended registration period. Our parent coordinator is available at all events and at registration to assist parents or guardians with any concerns they have. Booklets are available which outline expectations. Translations of documents and verbal translations are available in Chinese, Spanish, Korean, Vietnamese, and Russian both verbally and in written form. Parents are encouraged to sign up for parent-of-the-month and to be interactive in the classroom environment.

## **Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)**

### ***Explanation/Background:***

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-

quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	X			\$673,069 (Total -16%)	✓	14,18,21,23-26,30,31
Title I, Part A (ARRA)	Federal	X			\$487,889 (Total-1%)	✓	14,18,21,23-26,30,31
Title II, Part A	Federal			X			
Title III, Part A	Federal			X			
Title IV	Federal			X			
IDEA	Federal			X			
Tax Levy	Local	X			\$5,111,057	✓	14, 21,24,25,26

## Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

**Reminder:** 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

**Note:** The **intent and purposes** of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **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 IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards. N/A
2. Ensure that planning for students served under this program is incorporated into existing school planning. N/A
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that: N/A
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program; N/A
5. Provide instruction by highly qualified teachers; N/A
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff; N/A
7. Provide strategies to increase parental involvement; and N/A
8. Coordinate and integrate Federal, State and local services and programs. N/A

## **APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING**

*This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.*

**NCLB/SED Status:** Good Standing                      **SURR<sup>3</sup> Phase/Group (If applicable):** N/A

### **Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

### **Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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School Under Registration Review (SURR)

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:**   N/A  

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

**Part A: SURR Review Team Recommendations** – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>

## **APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

### **Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A: FOR TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

3 students have been identified at this time

2. Please describe the services you are planning to provide to the STH population.

All students that are STH have been identified. Every student in the school received the survey and we collected responses. As some of our students move in and out of temporary housing, we realize the need to ensure that we survey students regularly.

Below are some of the services that we provide to STH students:

We have translation services.

We have social workers, guidance counselors and the school psychologist who meet with students and parents on an ongoing basis. Our school psychologist remains with student after school until a student is picked up by parent.

- All school supplies are provided by the school.
- We monitor and provide for appropriate clothing, personal hygiene items and school supplies as needed.

- Students are assessed and monitored throughout the school year. AIS services are provided in 8 week cycles.
- We review IEPs and mandates, if applicable.
- SAT members articulate with all teachers on STH related issues
- There is ongoing communication with parents/guardians to keep abreast of current STH status.
- We monitor if students are eligible for transportation.
- There is the establishment of school based liaison to the STH population.
- We use research-based educational websites to educate the staff and benefit students in temporary housing.
- Update students in temporary housing status codes in ATS.

**Part B: FOR NON-TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year). N/A
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds. N/A
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network. N/A

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES**

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. 206 Joseph F Lamb					
<b>District:</b>	22	<b>DBN:</b>	22K206	<b>School</b>		332200010206

**DEMOGRAPHICS**

Grades Served:	Pre-K	v	3	v	7	v	11		
	K	v	4	v	8	v	12		
	1	v	5	v	9		Ungraded	v	
	2	v	6	v	10				

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	64	56	71		96.0	96.0	96.4
Kindergarten	171	146	144				
Grade 1	141	166	164	<b>Student Stability - % of Enrollment:</b>			
Grade 2	162	133	172	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	165	169	134		95.8	97.2	95.9
Grade 4	149	180	179	<b>Poverty Rate - % of Enrollment:</b>			
Grade 5	165	154	181	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 6	108	129	118		65.9	76.7	76.7
Grade 7	111	104	122	<b>Students in Temporary Housing - Total Number:</b>			
Grade 8	100	109	108	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 9	0	0	0		0	13	23
Grade 10	0	0	0	<b>Recent Immigrants - Total Number:</b>			
Grade 11	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Grade 12	0	0	0		38	37	15
Ungraded	0	2	3				
Total	1336	1348	1396				

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	16	18	22	Principal Suspensions	6	16	32
# in Collaborative Team Teaching (CTT) Classes	33	43	53	Superintendent Suspensions	5	6	9
Number all others	54	65	59				

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0
# receiving ESL services only	206	193	TBD				
# ELLs with IEPs	0	25	TBD				

<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Number of Teachers	83	86	88
Number of Administrators and Other Professionals	21	22	11
Number of Educational Paraprofessionals	4	6	21

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	96.5	100.0
				% more than 2 years teaching in this school	77.1	80.2	84.1
				% more than 5 years teaching anywhere	59.0	60.5	71.6
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	92.0	92.0	92.0
American Indian or Alaska Native	0.1	0.1	0.1	% core classes taught by "highly qualified" teachers	100.0	100.0	99.2
Black or African American	6.4	5.4	5.1				
Hispanic or Latino	8.2	7.8	7.7				
Asian or Native Hawaiian/Other Pacific	45.9	47.0	47.6				
White	39.4	39.1	39.3				
<b>Male</b>	50.5	50.7	52.1				
<b>Female</b>	49.5	49.3	47.9				

#### 2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
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#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category	
	In Good	v	Basic	Focused
	Improvement Year 1			Comprehensive
	Improvement Year 2			
	Corrective Action (CA) – Year			
	Corrective Action (CA) – Year			
	Restructuring Year 1			
	Restructuring Year 2			
	Restructuring Advanced			

#### Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

#### This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
<b>All Students</b>	v	v	v				
<b>Ethnicity</b>							

American Indian or Alaska Native							
Black or African American	v	v	-				
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	v	v					
White	v	v					
Multiracial	-	-					
Students with Disabilities	v	v	-				
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
<b>Student groups making</b>	<b>8</b>	<b>8</b>	<b>1</b>				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	A	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	66.1	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	6.1	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	13.6	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	39.6						
<i>(Comprises 60% of the</i>							
Additional Credit:	6.8						

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
*Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>CFN 605</b>	District <b>22</b>	School Number <b>206</b>	School Name <b>Joseph Lamb School</b>
Principal <b>Deirdre Keyes</b>		Assistant Principal <b>Randy Nelson/Mary Cipriano</b>	
Coach <b>3-8 Coach/AP- Nina Ishmael</b>		Coach <b>Math-Andrea Cataffo</b>	
Teacher/Subject Area <b>ESL-Ross Jhan</b>		Guidance Counselor <b>Tina Young</b>	
Teacher/Subject Area <b>ESL-Jonathan Goldman</b>		Parent <b>P.A. President-Doriann Diotaco</b>	
Teacher/Subject Area <b>AIS-Felisse Scherling</b>		Parent Coordinator <b>Jennifer Hom</b>	
Related Service Provider <b>Speech-Stephanie Puricelli</b>		Other <b>IEP Teacher-Alice Korman</b>	
Network Leader <b>Wendy Karp</b>		Other <b>K-2 Coach- Ali Giordano</b>	

### B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of Certified ESL Teachers	<b>6</b>	Number of Certified Bilingual Teachers		Number of Certified NLA/Foreign Language Teachers	<b>1</b>
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>1397</b>	Total Number of ELLs	<b>197</b>	ELLs as Share of Total Student Population (%)	<b>14.10%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

## Part II. ELL Identification Process

### 1. Steps for Initial Identification

These following mechanisms are in place:

All new students at registration receive a Home Language Information Survey. The HLIS is given to the parent/guardian in his/her corresponding home language. An interview is conducted at registration with a translator in the student's/parent's native language. The translator can be a neighbor, friend, or relative brought in by the parent. If the parent does not arrive with a translator, translation needs are addressed by the school's bilingual parent coordinator, a member of the school's in-house translation team, a parent volunteer, or an oral translator via the DOE Translation Unit.

When a new student registers, a licensed ESL teacher or a licensed pedagogue trained in HLIS identification procedures is contacted by the office. He or she is present at registration and conducts the interview. One of the ESL push-in/pull-out teachers speaks Chinese fluently and is present at most K-5 registrations. The HLIS is fully explained and any questions are answered directly. In addition, all HLIS upon completion, are carefully processed and signed by one of the licensed ESL teachers in the building. Based on the written completed answers on the HLIS and the questions answered during the initial interview, students are determined to be either eligible or not eligible for the LAB-R Test.

All LAB-R exams are given by licensed ESL teachers trained in administering both the LAB-R and NYSESLAT exam. Once a student takes the LAB-R exam and it is determined that he or she is an ELL, he or she will be placed, grouped effectively, and will receive his/her mandated ESL services according to Part 154. Newly enrolled students are identified, assessed, and placed within the first ten school days.

Protocols are in place during registration, initial identification, and throughout the LAB-R testing process. The school's secretaries, parent coordinator, ESL teachers and translators are working as a team to assist parents/guardians, address their concerns, understand and complete forms, test, and assign appropriate placements for ELL students. Once their child is registered, parents/guardians receive additional information from teachers, the school website (translated into 35 languages), and through the Parents Association.

Steps are taken to ensure all entitled ELL students are evaluated annually using the NYSESLAT:

- Lists of currently entitled ELL students are updated every month to take into account entitled new-admits and discharges.
- Special Education students who were X-coded take the NYSESLAT as well.
- NYSESLAT test materials are ordered accordingly in March.
- Tests are scheduled within the test window. Proctors are trained on how to administrate the NYSESLAT.
- All test materials and answer documents are carefully marked, accounted for and submitted.

### 2. Structures in place to ensure parents understand all three program choices

PS 206 has a number of structures in place to ensure that parents understand all three program choices available to them. Once new students are identified as entitled ELLS, PS 206 holds a number of Parent Orientation Workshops. One is held in Mid-Late September, one in October, and others when the need arises. Materials are sent home in the parents'/guardians' preferred home languages explaining the importance of the workshops and requesting parent attendance. The school's bilingual parent coordinator, bilingual ESL teacher, paraprofessionals, and family workers are involved in calling parents/guardians to ensure strong attendance.

Four separate meetings reflecting parents' language needs are conducted each day. They are in Chinese/English, Russian/English, Spanish/English and English. The bilingual parent coordinator, translators, or a bilingual family worker are always present along with a fully certified and licensed ESL teacher who conducts the workshop. Videos are shown in the parents' home language. All materials distributed at these meetings, including the NYCDOE published Parent Guide and Parent Connection Booklet are distributed in the parents' home languages. Parents/guardians view the video and have an opportunity to review all the materials.

The ESL teacher and the school's parent coordinator explain the procedure and protocol for the identification, assessment, and placement regarding English Language Learners. Parental rights and the characteristics of all three programs choices are fully explained during the workshop. Parents/guardians are given the opportunity to ask questions and translators are available during the entire workshop to ensure complete understanding of all three program choices before they make informed decisions.

If a parent/guardian speaks a language that is not represented in one of the four major languages, every effort is provided to have the

parent attend a separate workshop where a video will be shown and a pamphlet provided in his/her home language. Provisions are made to communicate effectively, through translators arranged by the school or with the help of the parents/guardians. The agenda, parent/guardian attendance, and copies of Parent Program Selections are on file for review.

### 3. Distribution of entitlement letters, parent surveys, and selection forms

In early-mid September depending on the start of the school year, parents of all entitled ELL students either through NYSESLAT or LAB-R are given entitlement letters in English and their preferred language of communication. These letters inform parents/guardians of their child's newly entitled ESL services or continued ESL services. Parents/guardians of first time ELLS in NYC public schools are given the invitation letter for the ELL parent orientation meetings in their home language. In addition, prior to the meeting, the bilingual parent coordinator, bilingual family workers, and a bilingual ESL teacher make phone calls home to ensure attendance. If parents/guardians do not attend the first meeting, make up meetings are scheduled and held.

Historically, the attendance of the parents/guardians of first time ELLS has been high. Most forms are completed at the end of the meetings but if a parent does not attend after repeated invitations, a form is sent home with the child. It is collected through rigorous efforts. If after numerous efforts, a parent survey and selection form is not returned, the default is counted towards a bilingual program.

### 4. Criteria used for placement

After parents/guardians had the opportunity to attend a parent orientation meeting in their native language, had the opportunity to ask questions in their native language, have received information about all three programs in their native language, and have signed and completed the parent survey and selection forms offered in their native language, the completed forms are attached to the original HLIS in the student's cumulative folder. ELL student's placement is aligned with parental/guardian choices.

If there are more than 15 students in contiguous grades whose parents/guardians choose a transitional bilingual program, then a class will be created. If the number of parent's/.guardian's choices for a dual language program is large enough, then a class will be created. If the numbers are not large enough for a transitional bilingual or dual language class, then parents/guardians will be given the option to transfer and given assistance in locating schools that offer these programs. If parents/guardians decide to decline the transfer option, students will then be placed in an existing Freestanding ESL program either within an ESL self contained class or receive ESL services through a push-in/pull-out model.

### 5. Data Trends Analysis- Parent Program Selection Forms

Over the past three years, the data and trends have consistently reflected a significant majority of parents/guardians at PS/IS 206 choosing ESL as their first choice. The data also shows that there were not 15 students in contiguous grades who speak the same language and whose parents/guardians have chosen a bilingual or a dual language program. Based on the current and past reviews of parental/guardian choices on Parent Selection Forms, the PS/IS 206 LAP Committee has decided to implement the Freestanding ESL program. This policy is completely aligned with parent/guardian requests. Since the data does not show the adequate number required for a bilingual and/or a dual language program, these programs have not been implemented in PS/IS 206.

As of the writing of this LAP, there have been two Parent Orientation meetings held in four separate languages on September 30th and October 7th. From the returned Parent Program Selection Forms, a significant majority of parents have chosen ESL as their first choice and the returned forms do not reflect the need to create a bilingual or dual language class at this time. This holds true even when counting all unreturned forms as a choice for a bilingual program.

#### Trends in Parent Survey and Program Selection Choices for the past three years--

In the 2010-2011 school year, as of October 2010, PS/IS 206 had 51 newly entitled ELL students and received 37 completed Parent Program Selection Forms.

Chinese: As of October 2010, PS/IS 206 had 15 newly entitled Chinese ELLs in Kindergarten and received 14 completed program selection forms. 12 parents chose an ESL program and 2 parents chose a Chinese bilingual program. In first grade, there were 5 newly admitted Chinese ELLs and all 5 parents completed the program selection forms and chose the ESL program.

Russian: As of October 2010, PS/IS 206 had 14 entitled Russian ELLs in Kindergarten and received 8 completed program selection forms. 8 parents chose an ESL program. In first grade there was 1 newly admitted Russian ELL and the completed program selection form showed the choice of a Russian bilingual program.

Spanish: As of October 2010, PS/IS 206 had 5 entitled Spanish ELLs in Kindergarten and received 3 completed program selection forms. 3 parents chose an ESL program. In first grade there was 1 newly admitted Spanish ELL and the completed program selection form showed the choice of a Spanish bilingual program.

Grades 2-8: Grades 2-8 had 5 newly admitted ELLs. 2 parents completed forms requesting the ESL program and the other 3 have not yet

**A. ELL Programs**

This school serves the following grades (includes ELLs and EPs)

Check all that apply  
 K  1  2  3  4  5   
 6  7  8  9  10  11  12   
 do not have the required numbers for a bilingual or dual language program to be considered.

In the 2009-2010 school year, PS/IS 206 had 61 newly entitled ELL students and received 60 completed Parent Program Selection Forms.

Chinese: PS/IS 206 had 26 newly entitled Chinese ELLs in Kindergarten and received 26 completed program selection forms. 23 parents chose an ESL program, one parent chose a dual language program, and 2 parents chose a Chinese bilingual program. In first grade, there were 5 newly admitted Chinese ELLs and all 5 parents completed the program selection forms and chose an ESL program.

Russian: PS/IS 206 had 12 newly entitled Russian ELLs in Kindergarten and received 12 completed program selection forms. 5 parents chose an ESL program, 3 parents chose a dual language program, and 4 parents chose a Russian bilingual program. There were not any newly entitled Russian ELLs in first grade.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>	35	36	25											96
<b>Push-In</b>	4	2		13	24	17								60
<b>Total</b>	<b>39</b>	<b>38</b>	<b>25</b>	<b>13</b>	<b>24</b>	<b>17</b>	<b>0</b>	<b>156</b>						

In the 2008-2009 school year PS/IS 206 had 65 newly entitled ELL students and received 54 completed Parent Program Selection Forms.

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups			
All ELLs	197	Newcomers (ELLs receiving service 0-3 years)	166
SIFE	0	ELLs receiving service 4-6 years	29
		Long-Term (completed 6 years)	2

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	166	0	14	29	0	10	2	0	2	197
<b>Total</b>	<b>166</b>	<b>0</b>	<b>14</b>	<b>29</b>	<b>0</b>	<b>10</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>197</b>

Number of ELLs in a TBE program who are in alternate placement:

As stated in question 5, the data has consistently reflected a significant majority of parents choosing ESL as their first choice. The data also shows that there were no 15 students in continuing grades who speak the same language and whose parents have chosen a bilingual or a dual language program. Based on the current and past reviews of parental choices on Parent Selection Forms, the PS/IS 206 LAP

**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
Sp														
Ch														

**Part III: ELL Demographics**

**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
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

**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																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

**Dual Language (ELLs/EPs)**

**9-12**

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

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):		
African-American:	Asian:	Hispanic/Latino:
Native American:	White (Non-Hispanic/Latino):	Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	5	4	4	3	1	3		1						21
Chinese	15	21	10	4	8	11	7	6	4					86
Russian	14	8	7	4	6	2	3							44
Bengali														0
Urdu	2	1	1		3									7
Arabic		2	1		4		1		1					9
Haitian							1							1
French														0
Korean														0
Punjabi							1							1
Polish		1												1
Albanian			1	2										3
Other	3	1	8	1	5	5		1						24
<b>TOTAL</b>	<b>39</b>	<b>38</b>	<b>32</b>	<b>14</b>	<b>27</b>	<b>21</b>	<b>13</b>	<b>8</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>197</b>

## Part IV: ELL Programming

A. Programming and Scheduling Information
<ol style="list-style-type: none"> <li>1. How is instruction delivered?               <ol style="list-style-type: none"> <li>a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?</li> <li>b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?</li> </ol> </li> <li>2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?               <ol style="list-style-type: none"> <li>a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?</li> </ol> </li> <li>3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.</li> <li>4. How do you differentiate instruction for ELL subgroups?               <ol style="list-style-type: none"> <li>a. Describe your instructional plan for SIFE.</li> <li>b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.</li> <li>c. Describe your plan for ELLs receiving service 4 to 6 years.</li> <li>d. Describe your plan for Long-Term ELLs (completed 6 years).</li> <li>e. Describe your plan for ELLs identified as having special needs.</li> </ol> </li> </ol>
A. Programming and Scheduling Information
1a and 1b.--- How is the instruction delivered?

## Self-Contained ESL Classes

There are four ESL self-contained classes in the lower grades. Kindergarten, first, and second grades all have ESL self-contained classes. There is an additional K-1 ESL bridge class. All classes are heterogeneously grouped. A total of 96 ELLs are in self-contained ESL classes. Each week they receive at least 360 minutes of ESL instruction in coordination with content area learning, and an additional 180 minutes of ELA instruction. All ESL self-contained classes are taught by fully certified and licensed ESL teachers. ESL methodologies are used throughout each lesson. The workshop model is being used school-wide. Instructional scaffolding and differentiation is emphasized. ESL Kindergarten and first grade ESL classes are participating in the DOE initiated Award Reading Program. It is a Balanced Literacy program especially designed for early grade ELL students. In addition, students in grades 1 and 2 are being assessed using the Fountas and Pinnel benchmark assessment on a quarterly basis. Teachers will have an up to date and ongoing assessment tool to help inform instruction. All data will be centralized via Google docs. In addition, teachers in the K-1 bridge, first, and second grade ESL classes are implementing portions of the Teacher's College based Reader's Workshop Program. Elements are being modified for the ELL population in their classrooms. The ESL curriculum adopted at PS/IS 206 is both challenging and comprehensive. Targeted reading, writing, listening and speaking skills are being taught in all lessons. Academic language is being taught at an early age. Classrooms are equipped with technology such as smart boards, smart tables, elmos, and computers. Teachers are using the computer based language program called Raz kids, and teachers are encouraged to incorporate technology within their lessons.

Due to class size limits or special education class placement, there are four Kindergarten and two first grade ELLs who push-into the ESL self-contained classes to receive their mandated ESL services.

## Push-In Program

It is understood that research has shown the effectiveness of this model when it is implemented correctly. To maximize the learning potential for ELLs inside their classrooms, PS/IS 206 began moving towards a larger push-in program last year. This year, the push-in program has been expanded and a significantly larger proportion of ELLs are receiving ESL push-in services. All ELLs in grades 3-5 receive at least 4 periods (180 minutes) of ESL per week through a push-in model. All advanced students in grades 3-5 are receiving all of their mandated ESL services within a push-in model. All ELLs in push-in settings are in heterogeneous classes.

A licensed ESL teacher and the classroom teacher provide coordinated instruction. The ESL teacher provides support, models ESL methods, assists with differentiation, and actively participates in the lessons. Both teachers articulate often and plan accordingly to ensure effectiveness. As described earlier, PS/IS 206 is using the workshop model school-wide and is following the Teacher's College Reader's Workshop Program. All classrooms in grades 3-5 are also using the Envision Math program. The ESL push-in program helps to complement these existing content area programs. The ESL push-in teacher ensures that these programs are taught with the ELL child in mind and content is both modified and amplified to appeal to the needs of the ELLs in the classroom.

ESL professional development will incorporate coordinated team teaching and effective teacher articulation practices into ongoing yearly ESL training and methodology sessions. This will ensure content area/classroom teachers and ESL teachers can learn to work together to provide the best instruction possible and enhance the effectiveness of the push-in model.

## Pull-Out Program

The amount of students receiving their mandated ESL services exclusively through a pull-out program is less than in years past.

Beginning/intermediate ELLs in grades 3-5 are receiving a combination of push-in and pull-out services. According to Part 154, all Beginning/intermediate ELLs are mandated to receive 360 minutes or eight 45 minute periods of ESL per week. They are receiving 180 minutes, or four periods, of their ESL services in their classrooms as part of a push-in program in a heterogeneous setting. This way they benefit from the attributes of the push-in model and have an opportunity to spend more time in their classrooms. They are then pulled out of their classrooms for the remaining 180 minutes, or four periods, of their ESL services. This way they receive targeted pull-out instruction in an educational setting that is geared specifically to the needs of beginning/intermediate students. All students in pull-out groups in grades 3-5 are in homogeneous proficiency groups of beginning/intermediate level ELLs..

ELLs in grades 6-8 receive all of their ESL services via the pull-out model. The middle school is comparatively small by NYC standards and, at this time, the pull-out program is being used as an effective way to ensure all students receive all of their mandated ESL services and always participate in small group instruction based on their needs. Students are grouped homogeneously based on proficiency levels.

Eight second grade ELLs are also receiving ESL services via the pull-out model. These are students who are not in the existing second grade ESL self-contained class. They are grouped heterogeneously.

ELLs in the pull-out program are educated in a favorable and challenging classroom environment that is well suited for ESL instruction. Students receive content based instruction that complements the themes and subjects they are working on in their classrooms. All students receive instruction that utilizes ESL methodologies to teach content area knowledge and promote academic vocabulary. All instruction is aligned with ESL standards and emphasis is placed on consistent improvement with reading, writing, listening and speaking skills. Based on the recommendations of the LAP committee, academic vocabulary development for ELLs is a school-wide focus. There is daily articulation between classroom teachers and the ESL teachers to discuss student classroom participation, performance, progress, align rubrics and compliment instruction. Classroom teachers have been trained in ESL methodologies and are incorporating them in language and content area instruction.

The workshop model is being used throughout the school and in the ESL pull-out setting as well. Students participate in literature circles, read alouds, shared-reading, guided reading, independent reading, and teacher-student conferencing. In addition, as mentioned before, this year PS/IS 206 has been utilizing the Teacher's College Reader's Workshop Program. ESL pull-out teachers will continue to participate in ongoing training regarding this new program. These components help facilitate the school wide goal of English proficiency for all ELLs.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model?

All ELL students in PS/IS 206 are fully serviced in accordance to CR Part 154 regulations.

All ELLs receive their mandated ESL services based on their NYSESLAT or LAB-R proficiency levels. Every beginning and intermediate level ELL student is receiving at least 360 minutes or eight 45 minute periods of ESL instruction per week and every advanced ELL student is receiving at least 180 minutes or four 45 minute periods. In addition, ELLs receive 180 minutes of ELA in their classrooms. Provisions are made so seventh and eighth grade ELLs do not receive ESL services during their English classes, so they too receive an additional 180 minutes of ELA instruction.

Schedules are created and reviewed by the school administration and staff to ensure the mandated number of instructional minutes is fulfilled and there are no scheduling conflicts between ESL services and any other related educational services. All classroom teachers receive ESL schedules and all middle school ELLs receive their own schedules so they will know when and where they must attend ESL class. Teachers work together to prevent any conflicts and ensure students receive their mandated services with a minimum amount of disruption.

#### 2A. Explicit ESL

Students receive instruction in English as part of a Freestanding ESL program. ELLs from grades K-8 receive their mandated ESL services in either ESL self contained classes (grades K-2), push-in, pull-out, or a combination of the two programs. Each student receives instruction that addresses their needs while challenging and preparing them to make the transition to the next level. All ELLs receive differentiated instruction. They are grouped based on proficiency levels, modality strength, and individual learning styles. Students receive challenging content based instruction aligned with New York State ESL standards with an emphasis on increasing their four language skill levels, content area knowledge, vocabulary, and developing learning/thinking strategies. Ongoing assessments are provided by the teachers and through student self assessments.

Beginning students have the expected weaknesses in all four modalities. The instructional focus is on developing basic vocabulary, social language, basic reading and writing skills. They are frequently grouped with students of mixed-levels for speaking and listening activities so they develop communicative proficiency as soon as possible.

The LAP Committee has identified writing as the weakest modality for Kindergarten students. Increased emphasis will be placed on incorporating writing activities into the Kindergarten curriculum.

The instruction for intermediate level students emphasizes developing reading and writing skills, and learning strategies in the content areas. Groups for reading and literacy instruction are based on students reading levels. There are times when students are placed in smaller sub-groups to target identified weaknesses. This allows the students to receive differentiated instruction and complete assignments that fit their specific needs.

Advanced level students receive instruction to develop sophisticated reading, speaking, listening and writing skills. Emphasis is placed on

empowering them to be English proficient. The LAP Committee has identified reading and writing as the weakest modalities for students in grades 1-8. Writing skills are demonstrated, experimented and developed throughout the year. The LAP Committee also identified academic vocabulary development as a school wide goal for ELLs. Increased instruction and emphasis will be placed on teaching reading/writing skills and enhancing academic vocabulary development. Modifications have been made to the reading and writing components within classrooms lessons to enhance the development of reading and writing skills.

The instructional focus of the ESL program is on the following aspects:

1. Building academic language. The LAP Committee recommends renewed emphasis on building academic language. Students are exposed to content rich academic language through instructional reading, writing, speaking and listening activities.
2. Scaffolding instruction and content for ELLs to ensure understanding and growth.
3. Adapting useful instructional strategies such as modeling, bridging, conceptualizations, schema building, total physical response, language experience approach, natural communication, proper use of manipulatives, pictures, text representation and effective questioning to provide a challenging learning environment for all English Language Learners.
4. Differentiated Instruction. All ELLs receive instruction that addresses their specific needs. Students are ability grouped based on proficiency level, modality strength, learning needs and styles.
5. Alignment of ESL instruction with ESL, ELA, and Common Core Standards.

There is consistent articulation between classroom teachers and ESL push-in/pull-out teachers to coordinate planning, align rubrics, discuss student progress, and enrich instruction. Classroom teachers and ESL teachers use the same rubrics to assess the ELLs. Staff receives ongoing professional development to prepare classroom teachers to effectively instruct the ELLs in their classrooms.

#### A. Explicit ELA

In addition to receiving mandated ESL instruction:

ELLs from all proficiency levels in the kindergarten and first grade self-contained ESL classes are receiving at least 180 minutes of ELA instruction per week from their ESL classroom teachers in addition to the 360 mandated ESL minutes.

ELLs from all proficiency levels in grades 1-6 who are not in ESL self contained classes, receive at least 180 minutes of ELA instruction from their classroom teacher.

ELLs from all proficiency levels in grades 7-8 receive ELA instruction at least 180 minutes per week in their English class.

This applies to all ELLs in self-contained, push-in and pull-out settings.

As mentioned earlier, the workshop model is being used school-wide. More specifically, the Teacher's College Reader's Workshop Program is being incorporated this year. Classroom teachers from grades 1-8, including ESL teachers, are participating in Teacher's College staff development training sessions.

#### 3. Describe how the content areas are delivered in each program model

Please refer back to page 4 questions #1A and #2A, specifically how the programs are delivered and the explicit ESL section, for a more detailed explanation of the instructional approaches and methods being used. The language of instruction is English in all program models.

In the self-contained, push-in and pull-out program models, all ELL students in grades K-8 are exposed to the same content area school curriculum as the non-ELL population regardless of ELL proficiency status. The content is likely to be presented differently to ensure understanding and language acquisition, but the essential content and subjects covered are the same.

Teachers have been trained to both scaffold and differentiate instruction. As described earlier, they employ a number of useful ESL methodologies in their classrooms. They are expected to modify and amplify both content and instruction based on the needs of the ELLs. They adapt their teaching strategies and the presentation of content area curriculum to enrich language and encourage comprehension. They attempt to promote a classroom environment that is both challenging and warm where students are engaged in all activities and feel comfortable taking risks.

#### 4. How is instruction differentiated for ELL sub-groups?

#### 4a. Plan for SIFE

All ELLs at PS/IS 206 are screened to determine if they are SIFE. Home Language Surveys are analyzed, student interviews or parent interviews are conducted, and if available, prior school records are analyzed. Currently, PS/IS 206 does not have any SIFE students. However, a school plan for SIFE student is in place. Once a student is identified to be SIFE, he or she is immediately assessed using current and past indicators, LAB-R and NYSESLAT test scores, Fountas and Pinnel, content area test data, classroom tests, grades, projects, observable classroom performance, and articulation with the classroom teacher. Should there be SIFE students, they are eligible for additional educational assistance at PS/IS 206. He or she is eligible to receive AIS during the school day to assist the student. He or she will also be grouped appropriately during ESL instruction so the instruction will be tailored to the needs of the student. Constant articulation between the ESL teacher and the classroom teacher will ensure the student receives the necessary attention in the classroom. He or she will be offered a Title III ESL after school program, Title III Family Literacy program, Wilson reading program if necessary and/or an after school reading or math program.

#### 4b. Plan for ELLs in US schools less than three years (Newcomers)

Newcomers have unique and difficult educational and social challenges that must be addressed. The plan at PS/IS 206 requires coordination between parents, students, and teachers to best serve the needs of the ELL students. If the student is not in a self-contained ESL classroom setting, it also requires strong coordination and communication between the classroom teacher and the ESL push-in/pull-out teacher. Teachers in PS/IS 206 all have received and will continue to receive ongoing training to work effectively with ELLs in their classrooms.

In September, and throughout the course of the school year, newly enrolled ELLs receive immediate attention. They are greeted upon registration, identified and tested as soon as possible on the LAB-R. After a student is placed, the ESL teacher will take the student on a school tour. Translation is provided if necessary and if possible. The ESL teacher and the classroom teacher will explain the school rules and expectations to the student. Every attempt will be made to ensure the student is comfortable and secure in his/her new environment. The student will then receive all mandated ESL services.

ESL and classroom teachers create a classroom environment that fosters language acquisition. Displays of their culture are evident in their classroom. Newcomers are initially paired up with students who speak their same language. They are provided with TPR instruction, school survival English, basic phonic skills, basic vocabulary development activities, and beginning reading comprehension skills. Beginning level ELLs will be given more opportunities in mixed-level groups in speaking and listening activities so they develop communicative proficiency as soon as possible. Newcomers are grouped flexibly based on their recognized needs into appropriate reading and writing groups. Expectations for newcomers are set high to ensure the student is able to practice and study English. Teachers of newcomers are expected to give these students additional patience, understanding and attention. Students are given work that is challenging and they are expected to provide maximum effort. The work is also tailored to their language ability and as their language skills progress the work becomes more sophisticated. Their progress is frequently measured by analyzing their class work, observing classroom performance, test scores, projects, interim assessments and teacher-student conferences. If the student is not in an ESL self-contained class, the classroom teacher and the ESL push-in/pull-out teacher consistently articulate to analyze student progress, to scaffold instruction, and to support the efforts of the student.

If the student is in the lower grades, and his/her language isn't represented in the classroom, attempts are made to find an older student who speaks the child's same language. Also, newcomers from third grades up are provided the DOE downloaded translated glossaries in math, science and social studies and are taught to utilize a bilingual dictionary so they can look up any words they do not understand.

Contact is made with a relative/caregiver to see if English is spoken in the home and determine how much assistance the student can receive if he/she does not understand portions of the homework.

Newcomers are invited to the Title III After-School Program, and are strongly encouraged to attend ESL summer school if offered. They also have the opportunity to attend an after school ELA program if they are taking the ELA for the first time and are invited to other after school programs that fit their needs or interests (math, science, social studies, art, and dance, if offered depending on funding). If a newcomer is not making mandated gains, not showing expected progress, or is at risk because he or she is taking the ELA for the first time, the student receives additional academic help through AIS or a morning tutoring program. Teachers encourage the participation of the newcomers in all classroom activities and attempt to make classroom participation enjoyable and comfortable for the students. As the newcomers progress they participate more, their classroom performance improves, and their confidence builds.

#### 4c. Plan for ELLs receiving service 4-6 years

ELLs receiving services for this length of time are immediately flagged as potential long term ELLs. Their test scores on the NYSESLAT and all content area exams are examined and trends in their test scores are looked at closely. Particular attention is paid to their current Fountas and Pinnel benchmark assessment and their Performance series grade level results. An itemized analysis is conducted. Weaknesses and needs are highlighted and followed by instructional actions. Discussions are held between the students' teachers and the ESL push-in/pull-out provider so they are on the same page and can address the needs of the child effectively. Discussions are also held with the individual students about their needs and learning styles. All efforts are aimed at providing targeted individualized instruction to help them overcome their weaknesses. Many of these ELLs will receive AIS services and will be encouraged to attend an after school program that suits their needs whether it is Title III ESL or a content area program.

4d. Plan for long-term ELLs

This year, PS/IS 206 only has two special education long term ELLs. But as in years past, plans are in place. Long term ELLs at PS/IS 206 often receive AIS services or small group tutoring in addition to their mandated ESL services. Those with IEPs receive all the necessary services and accommodations that the IEP dictates. They are all encouraged to enroll in the Title III ESL after school program or the new CEIS at risk program. They are also encouraged to attend other content area academic after-school programs. During ESL class, long term ELLs are placed in a group that suits their academic needs. Classroom teachers are expected to provide additional individualized attention and support. Their NYSESLAT, ELA, Fountas and Pinnel, Performance Series, and content area results are analyzed and additional instructional attention will be placed on any weak modality.

4e. ELLs having special needs

All ELLs identified as having special needs receive their mandated ESL services and all other services and accommodations that are dictated in their IEP. ESL teachers are familiar with the student's IEPs and are aware of the special needs of each ELL. The ESL push-in/pull-out teachers work closely with Special Ed service providers and members of the SBST to monitor the students' progress, adhere to student needs, and ensure all mandates are being followed. Students are grouped accordingly and all ELLs with special needs are given the attention and focused instruction that is required. The ESL teachers attend PPC and AIS meetings when an ELL is being discussed. ESL teachers provide input to the SBST and Special Ed services providers concerning student progress. All protocols governing Special Education are followed. The ESL teachers work closely with Special Ed teachers to provide individualized language instruction using many visual aids, role playing, cooperative project tasks etc...

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

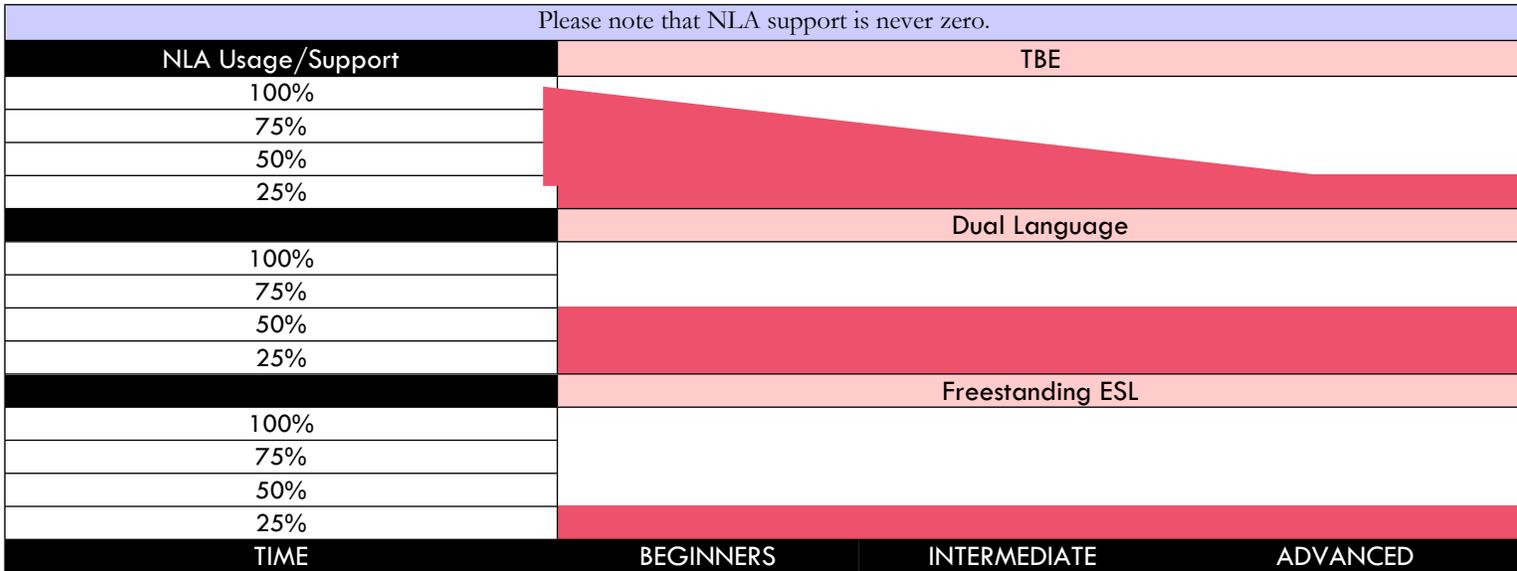
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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

**Native Language Arts and Native Language Support**

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models.



**B. Programming and Scheduling Information--Continued**

- Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
- What language electives are offered to ELLs?

**5. Targeted Intervention Programs**

PS/IS 206 makes use of all forms of data available to make informed decisions about students and to highlight their educational needs. These tools include Fountas and Pinnell benchmark assessments, Performance Series, ATS, ARIS, NY START, teacher observations, portfolio and student work samples, teacher articulation, and student interviews. Data retrieved is closely scrutinized for trends, comparisons, current levels, and

ongoing progress.

Once teachers have an accurate understanding of student needs, a number of intervention programs are offered to ELLS. All intervention programs are conducted in English. PS/IS 206 has a large ELA and Math AIS program, a Wilson reading program, and offers both individual and small group tutoring during the school day. Once a student is receiving targeted intervention services, he or she is monitored very closely. These are the primary targeted intervention programs with names attached, but consistent targeted intervention is happening daily in the classrooms through differentiated RTI instruction. After school there is Title III ESL, ELA, Math, and a CEIS grant program for at risk students. Science, social studies, dance, art, gym, and drama activities might be held if funding allows. All programs are designed to address student needs and interests whether they are during or after the school day.

Some examples are:

ELLs who have established reading weaknesses based on their ELA, NYSESLAT and Fountas and Pinnel benchmark results, and have been an ELL for 4-6 years, might be placed with a particular AIS group designed to address these particular weaknesses.

Classroom teachers consistently make modifications and adapt lessons based on the different needs of the students. Teachers are trained to use differentiation as much as possible and provide RTI directly to the ELLs in their classes.

A Beginning/intermediate level ELL with demonstrated academic needs who also might taking the ELA for the first time would be in a different AIS group targeted specifically to these students or attend the Title III ESL after-school program and be in a group made up of other first time ELA test takers.

Last year, we had ESL students who went to an after school Wilson Reading Program instead of the Title III ESL after school program because the students needed specific help sounding out words and it was decided that the Wilson Program would target their needs more effectively.

#### 6. Plan for Continuing Transitional Support

All former ELLS are monitored very closely. Their classroom performance and test scores are scrutinized to see how they fare after they score a proficient on the NYSESLAT exam. Some former ELL students flourish and perform very well. Other students need additional support. These services are provided for these students:

Former ELLS are allowed to continue to receive ESL services for two years after they score out of the ESL program if parents request or agree. This year a few students in the middle school are still attending ESL classes because they want the additional support with English.

Former ELLS can still attend the Title III ESL after school program to receive additional English instruction and support.

Classroom teachers and Special Ed teachers through ARIS and through direct communication with the ESL push-out/pull-out teachers are informed about score-out status and any additional language based issues.

ALL former ELLS who scored out within the last two years are entitled to ELL test accommodations on state exams.

Former ELLS are invited to the content area after school programs, participate in ELL clubs, and as mentioned earlier, are targeted for intervention programs like AIS if needed.

#### 7. New Programs or Improvements

As mentioned earlier, PS 206 is implementing an expanded push-in model to replace large portions of the former pull-out model.

Fountas and Pinnell benchmark assessments are being used in the elementary grades to give teachers a current and ongoing assessment tool. Assessments are given quarterly and the results are centralized in Google docs.

Columbia University's TC program has become involved with the school. The Reader's Workshop Program is being implemented school wide. Both ESL and classroom teachers are attending workshops outside the school and TC specialists are coming to the school on an ongoing basis to provide professional development and guidance to a large portion of the staff.

Based on last year's ELA test scores, NYSESLAT modality scores, and classroom performance, the PS 206 LAP Committee has decided to increase instructional emphasis on building academic language school wide.

Teachers have had training on the common core standards and are implementing increasing portions in their classrooms.

New technology that was purchased last year is now being fully utilized. (Smart Boards, Smart Tables, Elmos, laptops etc...)

#### 8. What programs will be discontinued and why?

Changes have been made to the Title III programs. The Family Literacy and ESL Study Group components have been discontinued. Based on drops in the ELA and NYSESLAT scores, conversations with classroom teachers, and student observations, the LAP Committee has decided that this was an opportunity to change focus. The money saved will be used towards expanding the instructional elements of the after-school program and providing parent workshops. In line with the LAP Committee recommendations, building academic language will be an essential part of the expanded Title III program.

#### 9. ELLs and equal access to after school programs.

All ELLs are provided equal access to Title III after school programs and other school wide after school programs if grade appropriate. All ELLs in grades 2-8 are invited to the Title III after-school program. If an ESL student would like to attend a particular program, and the program fits with the students' individual needs or interests, they can attend regardless of their ELL status. Letters and forms of all available after-school programs are distributed in both English and parents' preferred languages.

#### 10. Instructional materials and technology

##### Instructional Materials

Instructional materials in use at PS/IS 206 are aligned to NY State standards and if they are being used solely by the ELLs, are also aligned to NY State ESL standards. Classroom teachers have been trained on the new common core standards and are making efforts to implement portions starting this year. Content area materials that were ordered last year are ELL friendly. Instructional materials are being utilized across all grade levels that are challenging, functional, comprehensive and interesting for the students. These materials assist students and teachers to accomplish the school-wide goal of high achievements for ELLs.

The following technology components are utilized in the self-contained ESL classes and technological sophistication is taught at a young age:

- Four computers for each class using award reading, an ELL balanced literacy program with strong electronic components; Clifford programs; math games-Millie Math House; Everyday Math Games; Star four; Phonics games; science games; Razz Kids, letter reading games and internet sites.
- Smart tables, electronic and interactive work stations
- Listening Centers, using DVDs, music, phonics and electronic books.
- Elmos, an electronic photo-projector.

Many of the classrooms throughout the school with ELLs are using educational technology such as smart-boards, elmos, classroom laptops or desktops.

##### ESL Instructional materials utilized in grades K-1:

Instructional materials specially designed for K-1 ELLs are used in the classroom. They are Award Reading Kits, by McGraw Hill, INC My ABC Story Book by Longman, Big Book Series by McGraw Hill, Act out Stories, ABC Sing Along and Word Study by Scholastic, Holiday Series by Creative Teaching Press, Phonics by Sadlier Oxford, Reading for Comprehension by Pearson Education, and Practice Book on Literacy by McGraw Hill,

##### ESL Instructional materials utilized in grades 2-3:

Making Meaning by McGraw Hill, Critical Thinking with Literature by Continental Press, What a Life –Beginning, High Beginning, and Intermediate by Pearson Education. Reading for Comprehension Readiness by Continental Press, Award Reading Series, by McGraw Hill, and

Flash-Grammar and Writing by Bastos Book Co.. Graphic organizers, magazines, newsletters, computer internet resources, advertisements, neighborhood maps, guides, and pictures are also richly used in the class to develop communicative, academic English language, literacy, and thinking skills.

ESL Instructional materials utilized in grades 4-5:

Students make use of common everyday materials to foster instruction and complement learning. For example: Newspapers, magazines, newsletters, internet research, ESL instruction on the computer, menus, advertisements, maps, guides, and pictures. Students also make use of the leveled classroom library to read on a consistent basis and are encouraged to obtain library cards and go to their neighborhood libraries. Class sets of library books are used from the school literacy center during silent reading, read aloud or classroom book discussions.

Some classroom instructional materials are: Critical Thinking with Literature by Continental Press, What a Life –Beginning, High Beginning, and Intermediate by Pearson Education. Reading for Comprehension Readiness by Continental Press, Editing Exercises-Process Writing Portfolio Program; by Longman, Very Easy True Stories – A Picture Based First Reader by Bastos Book Co., Flash-Grammar and Writing Levels 3-5 by Bastos Book Co; and Basic Grammar in Use, by Cambridge.

ESL Instructional materials utilized in grades 6-8:

Students make use of common everyday materials to foster instruction and complement learning. For example: Newspapers, magazines, newsletters, internet research, ESL instruction on the computer, menus, advertisements, maps, guides, and pictures. Students also make use of the leveled ESL classroom library to read on a consistent basis and are encouraged to obtain library cards and go to their neighborhood libraries. Class sets of library books are used from the school literacy center during silent reading, read aloud or classroom book discussion.

Some classroom instructional materials are:

Longman, Word by Word Picture Dictionary and Literacy Workbook; Bastos Book Co., Flash Grammar and Writing Levels 3-7; Longman Postcards 1 and 2 Language Booster; Longman, More True Stories- A Beginning Reader, A High Beginning Reader, A Intermediate Level Reader; and Longman, Great American Stories 1 and 2, An ESL/EFL Reader.

## 11. Native Language Support

All instruction is conducted in English as part of the Freestanding ESL program but the students do receive some forms of native language support. New beginning level ELL students are initially buddied up with students from their native language (if available) group to help them feel comfortable and translate some of the details if necessary. Many of the students are introduced to members of the multi-lingual translation team (made up of teachers, paras, family workers, administrators, and the parent coordinator) so they will know an adult in the building they can speak with in their home language. All ELLs are given the DOE downloadable translated glossaries in their home language in math, science and social studies. In addition, classroom libraries have some books in the students' home language and word to word translated dictionaries. The school purchased large numbers of bilingual/word-by-word dictionaries in the languages represented by the students in the school.

## 12. Resources and Corresponding Grade Levels

Materials used at PS 206 are age and grade-appropriate. They are standards based, and correspond to individual student needs, their modality strengths/weaknesses, language levels, and the characteristics of each particular grade.

## 13. Assisting Newly Enrolled ELL students before the beginning of the school year.

For a detailed explanation describing everything done for new ELLs, please refer back to question # 4 and the sub-section addressing plans for ELLs in the school for less than three years.

Prior to the beginning of the school year, PS 206 distributes notices explaining important dates and procedures for the pre-registration of newly enrolled students. This is done through school letters, websites, PA meetings, and community meetings. Students registering in May for the upcoming school year are unofficially interviewed/screened by the ESL personnel for potential language needs and for school organizational purposes. In June, students in Pre-K are also unofficially screened for organizational purposes only to find out the potential number of students who might be in need of ESL services once the school year begins. Students are then placed effectively prior to the school year beginning and the school year will open smoother with the majority of ELL placement issues properly addressed. This minimizes the amount of changes for the younger students and creates less of a need for students to switch classes once students are officially tested on the LAB-R.

It must be noted that official ELL designation and placement is not established until after the new school year begins and all protocols are

followed during the initial identification, assessment, and placement process. Based on the results of the LAB-R, the entitled ELL students are properly placed, change classes if necessary, and receive their mandated ESL services. Parents are notified accordingly. Through this practice, the reorganization of classes is minimized.

#### 14. Language Electives offered to ELLs

All ELLs in grades 6-8 take Spanish. They are scheduled to have Spanish between 3 and 4 times per week.

Select elementary classes receive Spanish once a week, but at this point there aren't any ELLs represented in these classes.

### C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

### D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

#### D. Professional Development and Support for School Staff

##### 1. The professional development plan

PS 206 provides comprehensive professional development to all personnel who are involved with ELLs in the school. Professional development is ongoing throughout the school year.

All new teachers receive the mandated 7 and ½ hours of ELL training usually in November as per CR Part 154. Teachers are acquainted with the challenges and the opportunities in ELL education.

The PD sessions focus on:

ESL methodologies to use in their lessons

Creating an environment for language acquisition in their classroom

Learning to elicit language and encourage ELL participation

Ways to assist newcomers/beginners

Differentiating and scaffolding instruction

Expectations, program placement, testing, mandates, and grading ELLs

Stages of language acquisition

Coordinated team teaching in a push-in setting

Developing academic language

In addition, each new teacher has received a teacher friendly guidebook titled "Achieving Academic Excellence with ELLs". This guidebook was written by ESL teachers in PS/IS 206. It is a step by step guidebook that explains all facets of the ESL program, discusses issues relating to ELLs and answers commonly asked questions regarding ELLs. In addition, it provides suggestions regarding assessment, promotion, test exemption, translation services and suitable materials.

All staff will continue to have opportunities to receive ongoing professional development in ELL related issues and ESL methodologies. Training on scaffolding of instruction for ELLs is given to incorporate ESL strategies in all subject areas. Emphasis will be placed on developing teachers' competencies in the teaching of writing and academic vocabulary development for ELLs. Additional support will be given to enhance differentiated instruction. Further professional development will be offered to assist classroom teachers in teaching reading and writing skills to ELLs, transitioning students to English proficiency, aligning classroom rubrics and ESL rubrics together and working with newcomers.

Consistent articulation is stressed between the ESL push-in/pull-out teachers and classroom teachers with ELLs in their classrooms. This helps ensure any issues or problems are addressed, teachers are aligning instruction, and classroom teachers are receiving the necessary support and assistance required for the education of the ELLs in their classroom.

ELL teachers are attending all school based Teacher's College staff development sessions and have opportunities to attend workshops and conferences to continue to grow and learn about new issues and approaches for their ELL population.

2. Support provided to staff to assist ELLs as they transfer to middle school and high school.

Often due to cultural and language barriers, the ELLs and their parents might not have an accurate or complete understanding of the middle/high school application process and the unique choices available to them. Effective communication and translation is paramount to offer support to the students and parents when middle and high school applications have to be filled out. Parents must understand the application process and the choices involved. The classroom teacher and the student's ESL push-in/pull-out provider work together and play important roles in ensuring that the applications are completed and parents have a complete understanding of how to complete the applications correctly.

Every year a meeting takes place between the ESL teacher, guidance counselor, and the 8<sup>th</sup> grade ELLs. Translators are present at this meeting. The high school application process is explained in detail and students are encouraged to ask many questions. If necessary, the school can arrange for translators to assist the parents. In addition, parents are encouraged to use the translated information provided to them via the DOE website and materials. Also, teachers encourage parents to attend workshops relating to middle and high school choices and applications.

3. Describe the minimum 7.5 hours of ELL training for new staff.

Please see the above question #1 for this information.

## E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

### E. Parental Involvement

1. Describe parental involvement in the school

Parental involvement is very important to each child's education and PS/IS 206 strives to provide an atmosphere that encourages strong parental involvement. Attempts are made to ensure parents of ELLs feel comfortable and welcome at PS/IS 206 and are full participants. The biggest barrier contributing to a lack of parental involvement for parents of ELLs involves communication barriers. PS 206 has a number of successful measures and policies in place that help to minimize communication barriers and encourage parental involvement. Some examples are:

- Through translated blue cards and HLIS information, the teachers and the school as a whole know the exact translation and interpretation needs of all the students and their parents/guardians.
- Information from the school is sent home in the preferred language of communication.
- Translation is provided if needed at registration, parent meetings, workshops, and conferences.
- Translation units were purchased and are being used which provide simultaneous translation.
- The school has a user friendly website at [www.psis206.org](http://www.psis206.org) which is translated into 35 different languages and has important postings and information for parents. In addition, it allows parents and teachers to communicate via email.

- A school message service has been purchased and is currently being utilized in English. This has the capacity to provide mass phone messages to parents in a variety of different languages and provisions are being made to provide translated messages.
- Parents are invited into the classrooms for cultural festivals, parties, parent orientations, and a number of school wide events.
- Parents are invited to chaperone on school trips and outings.
- Parents are encouraged to volunteer in the school.
- Parents are given information in their language about DOE sponsored events pertaining to parents of ELLs.
- The school has a multi-lingual translation team in place.
- Signs are posted in 9 major languages.
- Parents are notified and given access to the Bill of Parent Rights and Responsibilities which provides them with additional useful information.

## 2. Does the school partner with other agencies or Community Based Organizations?

PS/IS 206 has a strong and long term partnership with the Brooklyn Chinese Association. This community organization offers large and well attended after school programs on site at PS/IS 206 throughout the year. Many parents of ELLs send their children to these programs and have interaction with the employees and volunteers within these programs.

PS/IS 206 provides support to ensure their programs are successful.

## 3. How are needs of the parents evaluated?

Every year a parent survey is distributed in the parent's preferred language. These results are carefully analyzed and evaluated. Based on these results, PS/IS 206 will attempt to make improvements.

An open and accessible school where parents of ELLs feel comfortable provides more opportunities for the parents to voice their needs and concerns. Parents of ELLs are given many opportunities to interact with classroom teachers and the administration. The school has an open school day in revolving grades the last Friday of each month so parents can see what's going on in the classroom and address any issues with the classroom teachers timely and effectively. Since many of the communication barriers are being addressed through strong measures taken by the school, the teachers and parents are able to form working relationships to benefit the ELL population.

Translation/interpretation needs are provided at parent/teacher and school/parent interactions. Often particular parental needs or concerns are addressed during these interactions.

In addition, the Parent Association has members that are reflective of the community as a whole. This is another channel for parents to express their needs to the school.

## 4. How do parental involvement activities address the needs of the parents?

Parents of ELLs have unique needs and there are specific parental involvement activities that are targeted to their needs. Due to a language barrier, many do not know information about state exams, how to help prepare their children, common curriculum matters, and programs available to parents of ELLs. Workshops have been designed with these thoughts in mind and presented by the bilingual parent coordinator, classroom teachers, coaches, and ESL teachers within the Title III program.

Last year parent workshop activities were held dealing with Figurative Language, Becoming Successful Learners, Test Sophistication, and Learning Language from Poetry.

An upcoming workshop scheduled for this year will address the need to Find Appropriate Leveled Books and a Title III workshop will address Ways to Reinforce Student Learning at Home—Even if English Is Not Spoken.

## A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	18	15	7	2	8	3	0	0	0					53
Intermediate(I)	7	17	16	3	4	9	4	1	2					63
Advanced (A)	14	6	9	9	15	9	9	7	3					81
Total	39	38	32	14	27	21	13	8	5	0	0	0	0	197

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/SPEAKING	B		4	1	0	0	0	0	0	0				
	I		7	4	2	4	2	2	0	2				
	A		11	11	2	4	7	7	4	3				
	P		10	11	9	14	12	4	3	0				
READING/WRITING	B		9	5	2	3	3	0	0	0				
	I		18	4	2	4	9	4	1	2				
	A		4	8	8	15	9	8	6	3				
	P		1	2	1	0	0	1	0	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	5	10	2	0	17
5	6	7	3	0	16
6	0	9	2	0	11
7	7	0	0	0	7
8	1	3	1	0	5
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	4		5		8		5		22
5	1		11		4		5		21
6	0		7		6		0		13
7	1		4		1		1		7

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
8	1		2		0		2		5
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	4		4		6		6		20
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	0		5		7		1		13
8									0
NYSAA Bilingual Spe Ed									0

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

New York State Regents Exam			
Number of ELLs Taking Test		Number of ELLs Passing Test	
English	Native Language	English	Native Language
NYSAA Science			

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

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

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

#### 1. Assessment tools used to assess early literacy skills.

PS/IS 206 is using Fountas and Pinnell benchmark assessments throughout grades 1-6. Data is centralized and uploaded onto Google.docs. Students are reassessed quarterly and Google.docs has a formula that automatically determines current grade levels and also shows movement up or down based on the last assessment.

The data provides valuable information about ELLs for both classroom teachers and ESL teachers. NYSESLAT and LAB-R results show modality strengths and weaknesses but do not provide reading levels or grade equivalencies. The NYSESLAT is also a lagging indicator and the Fountas and Pinnell benchmarks in conjunction with Google.docs provide current data that is updated quarterly. This gives all teachers involved a broader picture of the current and ongoing needs of each individual ELL.

This is a valuable tool in the classroom when determining the level of instruction required, expectations, progress, differentiation needs, and creating reading/writing groups. This is also very helpful when formulating programs and creating specific groups within programs. Instead of determining groups in AIS, Title III after-school, or content area after-school programs based on last year's ELA or NYSESLAT scores, this additional current tool can also be used to help inform decisions.

59% of the school ELL population is considered beginning/intermediate.

84% of the school ELL population has been in the system for only 0-3 years.

Kindergarten and first grade each have the highest concentration of ELLs school wide, but the first grade has the highest concentration of beginning/intermediate students.

The number of ELLs reaching proficiency on the listening/speaking portions of the NYSESLAT were dramatically higher than the proficiency levels on the reading/writing portions.

When carefully analyzing the particular patterns within each modality, and comparing 2010 scores to 2009 scores, it was evident that the 2010 NYSESLAT scores had dropped. When compared to the citywide averages, PS/IS 206 still performed very well, but the 2010 reading/speaking proficiency scores dropped by 11% and the listening/speaking proficiency scores by 9%.

Strengths and weaknesses were measured for each specific modality. The data showed as expected, that beginning and intermediate students have weaknesses in all four modalities.

Advanced level students as a whole have developed satisfactory speaking and listening skills. Although individual students had different strengths and weaknesses in the four modalities, the data showed advanced and intermediate level students had more weaknesses with their reading and writing skills than with their listening and speaking skills.

### 3. How will patterns across NYSESLAT modalities affect instructional decisions?

In response to the data patterns across modalities, and a number of other indicators, The LAP Committee, in conjunction with the administration, has made academic vocabulary development for ELLs a school wide goal this year. Teachers are requested to use a variety of methods to expose students to academic vocabulary and focus on asking interesting, meaningful, thought-provoking questions. The expectation is not only to develop vocabulary, but to foster a deeper understanding of the stories and create a habit of active thinking while reading.

To address additional weaknesses revealed by the data pattern analysis, the LAP Committee has recommended Kindergarten and beginning/intermediate level ELL students in grades 1-8 be given additional opportunities in mixed-level groups during speaking and listening activities so they develop communicative proficiency as soon as possible. These are similar to last year's recommendations but are still needed. They will simultaneously be exposed to challenging activities to develop basic reading and writing skills. Classroom teachers will continue to receive training from ESL teachers on teaching beginning level ELLs effectively and successfully incorporating ELLs into classroom curriculum and activities.

Based on the analyzed results of the 2010 NYSESLAT exam, the LAP Committee has identified reading and writing as the weakest modalities for the intermediate and advanced ELL students in grades 1-8. This data is shared with ESL teachers and all classroom teachers with ELL populations.

The LAP Committee has called for a renewed emphasis to be placed on addressing weaknesses in reading and writing skills. This renewed effort will be guided and supported by the Teacher's College Reader's Workshop Program. As described earlier in this document, this program provides student centered opportunities that specifically address reading and writing weaknesses and also provides a framework for improvement.

To further ensure weaknesses in reading and writing are addressed, flexible grouping will be used more widely than in the past. Students who are particularly weak in reading and writing will be grouped into sub-groups that concentrate on developing strong reading and writing skills. All current lessons do contain reading and writing components, but modifications will be made to strengthen the reading and writing components within each lesson. ELL students will participate and follow the Teacher's College workshop program. The presentation of the content might be modified as necessary to ensure understanding, but all ELLs will be actively participating. In addition, as described earlier, academic vocabulary development will be a significant component within reading and writing lessons.

All ESL and classroom teachers are familiar with the strengths and weaknesses of the students in their class. They will be expected to use the data as a tool to address these weaknesses and differentiate instruction to reflect the realities in their classroom. These recommendations will be implemented in the classroom and were used in formulating the school LAP plan.

#### 4a. Student results and patterns across proficiencies and grades.

Some patterns became fairly evident when examining both the NYSESLAT and content area state exams.

As expected, advanced level students, as a whole performed significantly better on the ELA exam when compared to beginning/intermediate level students. This year there were significantly more 1's and 2's on the ELA exam than in past years. It is understood that scores dropped citywide, not only in the ELL population, but the data seems to show that the ELLs had a particularly hard time on the exam.

State math scores for ELL students were significantly higher than their ELA scores. The school has a large Chinese and Russian ELL population. Chinese and Russian beginning/intermediate level students were helped by the use of a state translated math exam that was used side by side with the state math test in English. This is evident in their test results across all grade levels. The school did not have enough Spanish students to make similar statistical conclusions.

Since translated math exams are only provided in high instance languages, beginning level students who did not have an opportunity to use translated exams were provided oral translations. This was successful and allowed the students to have an opportunity to perform closer to their true math levels.

#### 4b. Periodic Assessments

Per DOE policy, PS/IS 206 has decided to opt out of the ELL Periodic Assessment for this year and all ELL students will be taking the Performance Series twice this year. They will be taking the exam once in October and once in April. In addition, they will be taking the Acuity Predictive Assessment for reading and math in January.

Kindergarten through second grade students will take Fountas and Pinnell Assessments For Reading twice a year during October-November and April-May. They will also take Everyday Math Assessments by units according to the instructional pace.

Teachers and the school leadership will use these results to identify the individual strengths and weaknesses of each student and then offer targeted differentiated instruction tailored to these particular needs.

#### 4c. What is the school learning about ELLs from periodic assessments?

Last year's Performance Series was very useful because it showed the grade level of each particular student and the ELA and NYSESLAT results don't contain this information. As stated before, ELA and NYSESLAT scores are useful but are always lagging indicators. The Fountas and Pinnell assessments that are being given this year in grades 1-5 and beginning now in grade 6, have been useful as it is a current and ongoing indicator. Teacher's now know the reading levels of all their students at the beginning of the year. They will be able to track progress through Google docs., tailor instruction, and can frame accurate expectations.

5-Does not apply

#### 6--Describe how you evaluate the success of your programs for ELLs.

PS/IS 206 uses multiple criteria to measure the success of the ELL programs. The most widely used measure is the overall NYSESLAT proficiency rates. Every year ESL teachers thoroughly analyze NYSESLAT, ELA, Math, and other content area test scores to determine how successful ELLs were on these exams compared to past years. Based on this year's RLAT report, 26% of the ELLs who took the 2010 NYSESLAT exam scored at a proficient level. These numbers are significantly higher than the current city-wide average and have been significantly higher than the citywide average every year since the inception of the NYSESLAT exam. Since PS/IS 206 has such a large amount of newcomers, the high NYSESLAT proficiency rates are viewed as a measure of success. In addition, the majority of the ELLs who did not achieve proficiency made measurable gains in the modalities and many moved from beginning to intermediate and from intermediate to advanced. On the other hand, while the scores were higher than the city-wide average, they did fall noticeably. PS/IS 206 maintains exceptionally high academic standards and the ELL teachers maintain exceptionally high standards as well. Any time there is a drop in scores, even if it is temporary, it is cause for concern and contemplation.

Exam scores do not always provide a full picture of the success of any particular program. PS/IS 206 tries to use other measures to quantify

success. Each ELL student is viewed individually, and like many ELLs city wide, some of them are excelling and others are struggling. Often there is a social component that is not discussed or measured when examining test data. How well the ESL teachers, classroom teachers, and the school administration address all the needs of the ELLs is another true measure of success. Is there strong communication with the parents? Do ELLs feel comfortable in their classrooms? Is a challenging educational atmosphere that promotes language acquisition and academic development provided? Is a secure atmosphere created where ELLs feel comfortable enough to take risks and become fully involved in classroom activities? Is instruction being differentiated enough? Do the classroom teachers have enough support and training to work effectively with ELLs? Is their active articulation and planning between push-in/pull-out teachers and the classroom/content area teachers? These are the bread and butter issues affecting the ELL population on a daily basis, and only by addressing these issues effectively and comprehensively, which the ESL programs strive to consistently do, can the ESL programs offered in the school be measured as a success.

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		

	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		