



JOSE CELSO BARBOSA]

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: (04M206)

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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
Myrna Rodriguez	*Principal or Designee	
Victor Diaz	*UFT Chapter Chairperson or Designee	
Cristina Alcivar	*PA/PTA President or Designated Co-President	
Cynthia Cherry	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Wanda Rosado	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Cheryll Brooks	Member/Teacher	
Lionel Campbell	Member/Teacher	
Jayne Hunt	Member/Teacher	
Christine Napoleoni	Member/Parent	
Kim Phill	Member/Parent	
Herbert Paige	Member/Parent	
Evelyn Vega	Member/Parent	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

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.

VISION/MISSION

The P.S. 206 community is a place where all staff, students and parents work towards excellence. We address, accept and meet the needs of individuals and create an atmosphere where learning is engaging and purposeful. Members of our community aspire to be life-long learners who are flexible, responsible and accountable participants in our school and society. They will have long-term goals, high self-esteem and respect for themselves and all others. Community members will develop both decision-making and critical thinking skills with the goal of communicating effectively in order to successfully attain their future aspirations.

The mission of P.S. 206 is to deliver quality instruction to all students. Staff, parents and community, will create an environment that appropriately addresses the unique needs and maximizes the abilities and interests of each child.

We will strive to enhance each child's psychological, intellectual and social growth. We envision our students becoming responsible thinkers and productive members of society. As a school community, we are committed towards providing opportunities for all children to achieve success.

Public School 206 is a grade 3-5 school located in the far northeast section of C.S.D. #4 in East Harlem on 120th Street. Most of the children at P. S. 206 reside predominantly in the Wagner Public Housing north of the school. Characteristically, this area of the community is bridled by higher rates of poverty and underemployment, lower education levels and a higher number of single parent households than the city average. Our tandem school, P.S. 112 serves an early childhood population from grades PreK-2. and approximately 100 children enrolled in the third grade at P.S. 206 come from P.S. 112. Our regular and extended day schedule is:

- 8:05 A.M. to 2:25 P.M.
- Extended Day is held on Mondays from 2:25 – 3:40 P.M and Tuesdays from 2:25-3:00 P.M. for all students
- Several afterschool programs offer homework help, recreation, academic and enrichment. These are held on Mondays-Thursdays from 2:30-5:45.

At P.S. 206 all classes are grouped heterogeneously for daily full-time instruction. The configuration is as follows:

- 16 classes in total in grades 3-5
- One bilingual 3/4 bridge class;
- Seven Collaborative Team Teaching ASD Nest classes. ASD (Autism Syndrome Disorder) for Asperger students; One non-ASD 3rd grade CTT class; One 12:1:1 3rd grade monolingual self-contained
- Third grade General Education class maintains an average of 23 students
- ASD Micro-CTT classes maintain an average of 16 students in grades 3-4
- Fourth and fifth grade General Education classes maintain an average of 23 students.

There are 23 classroom teachers, 3 cluster teachers, 3 ASD cluster teachers; 2 coaches, 1 math and 1 literacy, 1

Dean, 1 SAVE teacher, 1 SETSS teacher, 1 IEP teacher, 1 E.S.L. teacher, 3 Speech Teachers, 1 educational paraprofessional, 1 monolingual mandated social worker, a .2 part – time ASD social worker, 3 school aides and 2 administrators.

21 of the 23 classroom teachers on staff at P.S. 206 are state certified (80%) and ten are probationers.

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.

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2011-2B - January 2011)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	P.S. 206 Jose Celso Barbosa								
District:	4	DBN:	04M206	School BEDS Code:	310400010206				
DEMOGRAPHICS									
Grades Served:	Pre-K		3	√	7		11		
	K		4	√	8		12		
	1		5	√	9		Ungraded		
	2		6		10				
Enrollment				Attendance - % of days students attended :					
<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	0	0	0				92.2	93.7	94.0
Kindergarten	0	0	0	Student Stability - % of Enrollment :					
Grade 1	0	0	0	<i>(As of June 30)</i>			2007-08	2008-09	2009-10
Grade 2	0	0	0				95.8	93.7	95.1
Grade 3	76	85	102	Poverty Rate - % of Enrollment :					
Grade 4	76	76	87	<i>(As of October 31)</i>			2008-09	2009-10	2010-11
Grade 5	101	66	69				88.0	94.3	94.3
Grade 6	0	0	0	Students in Temporary Housing - Total Number :					
Grade 7	0	0	0	<i>(As of June 30)</i>			2007-08	2008-09	2009-10
Grade 8	0	0	0				4	2	2
Grade 9	0	0	0	Recent Immigrants - Total Number :					
Grade 10	0	0	0	<i>(As of October 31)</i>			2007-08	2008-09	2009-10
Grade 11	0	0	0				0	3	3
Grade 12	0	0	0	Special Education Enrollment:					
Ungraded	0	0	0	<i>(As of June 30)</i>			2007-08	2008-09	2009-10
Total	253	227	258				0	3	3
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:					
<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	18	5	8	Principal Suspensions			2	1	2
# in Collaborative Team Teaching (CTT) Classes	18	14	39	Superintendent Suspensions			0	2	2
Number all others	36	39	31	Special High School Programs - Total Number:					
<i>These students are included in the enrollment information above.</i>				<i>(As of October 31)</i>			2007-08	2008-09	2009-10
English Language Learners (ELL) Enrollment:				CTE Program Participants					
<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	17	15	TBD	Early College HS Program Participants			0	0	0
# in Dual Lang. Programs	0	0	TBD	Number of Staff - Includes all full-time staff:					
# receiving ESL services only	25	25	TBD	<i>(As of October 31)</i>			2007-08	2008-09	2009-10
				Number of Teachers			27	29	28

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2011-2B - January 2011)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	2	9	TBD	Number of Administrators and Other Professionals	8	8	6
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	2	2	1
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	92.6	72.4	71.4
				% more than 5 years teaching anywhere	77.8	65.5	75.0
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2008-09	2009-10	2010-11		89.0	97.0	92.9
American Indian or Alaska Native	0.8	0.4	0.0	% core classes taught by "highly qualified" teachers (NCLB/SED)			
Black or African American	30.0	32.6	32.9		100.0	100.0	100.0
Hispanic or Latino	65.6	61.7	60.1				
Asian or Native Hawaiian/Other Pacific Isl.	2.4	2.2	1.6				
White	1.2	2.6	5.4				
Male	56.9	56.4	52.7				
Female	43.1	43.6	47.3				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2007-08	2008-09	2009-10	2010-11
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase			Category			
	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 2011-2B - January 2011)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	√			ELA:			
Math:	√			Math:			
Science:	√			Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
	Elementary/Middle Level			Secondary Level			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	√	√	√				
Ethnicity							
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	√	√	-				
Student groups making AYP in each subject	6	6	1				
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2009-10				Quality Review Results – 2009-10			
Overall Letter Grade:	C			Overall Evaluation:	NR		
Overall Score:	34.4			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:	8			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	6.9			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 25% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	19						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	0.5						
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				U = Underdeveloped			
√ ^{SH} = 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							

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?
-

Accomplishments:

- The school is in good standing based on the state mandated exams in ELA and Mathematics.
- Relative to our peer horizon, we stand at 71.5 median growth percentile in ELA.
- Relative to our city horizon, we stand at 63.9 median growth percentile in ELA.
- The school made exemplary gains of 20% for SETTS students and received 0.5 additional credit on the 2009-10 Progress Report.
- Inception of an ASD (Autism Syndrome Disorder) micro-collaborative Team teaching program in grades 3-4 (Three 3rd grade classes in fall 2010; two classes each in grades 4-5 in fall, 2010-11).
- Year 3 partnership with City Year in creating a community service and citizenship building program in the school.
- Character Education Program to address the school climate and culture and lessening negative behavioral issues within the school.
- School building on core values to address school culture as a plan for addressing emotional intelligence with staff, parents, and students.
- The school community continues to deepen our knowledge and practices in teaching reading using a Balanced Literacy Approach which implements the use of leveled libraries
- An awareness of healthy habits in leading a healthier lifestyle through the school wide adoption of a Healthy Foods Policy.

Trends: (Due to changes to the state exams, new trends can be accurately identified after the 2011 New York State ELA and MATH exams.) Based on the most recent criteria, the data indicates that out of 227 students in the 2009-2010 school year:

- 63 students were identified to have scored within the lowest third on the New York State ELA exam in comparison to the city horizon.
- 39 of the 63 identified made 50 or more adjusted growth percentiles in ELA
- Of these 63 student, 6 were ELL's; 23 were 5th graders; 16 were 4th graders
- 27 students were identified as the lowest third in Math, which is approximately 12% of the total student population.
- 20 of the 27 students (9% of total student population) made 50 or more adjusted growth percentile in Math.

- 13 of these students were 5th graders; 7 of these students were 4th graders
- African American and students with disabilities subgroup did not meet ELA AYP in 2009-10.
- Progress Report went from an A to C
- **Significant Aids:**
- Use of Quantitative data from Instructionally Targeted Assessments, Predictive Assessments, Performance-Based data, to assist in goal setting and planning for 2010-2011
- Unified Core curriculum in Balanced Literacy, Everyday Math, Science and Social Studies (3rd-5th grade)
- Professional Development Opportunity Initiatives (Teacher's College, school wide coaching and mentoring)
- Teachers deepening content knowledge in literacy, mathematics, science and social studies
- Budget for Professional Development, supplies and materials to support instructional shifts in Literacy, Math, Science, Social Studies and the Arts.
- Support systems: Academic Intervention Supports and Programs, Dean, SAVE room teacher, Coaches, Support Staff
- After school programs and Community-Based Partnerships (Healthy Schools Healthy Families, City Year, Bronx Council for the Arts)
- City Year Grant- Youth workers who work during the school day on one-on-one intervention using Great Leaps, Organize play during recess, run an after school program with homework help and recreational activities as well as Positive Self-Esteem program (STARFISH) and Bringing Books to Life and support in integrating service learning
- Attendance and Virtue of the Month activities, achievement building events, Recognition of parents who support student attendance, parent/attendance monthly meetings.
- Enrichment programs in the Arts such as a Music & Movement, Yoga, Stepping, Ballroom dancing, Studio-in-a-School during the day program
- Afterschool instructional programs for targeted individualized and small group instruction, extended learning, including 37.5 minutes of targeted instruction.
- COSA grant- Bronx Council for the Arts (2008-2009) bringing music and art to the school through after school enrichment programs in violin & clarinet music classes.
- The addition of afterschool clubs in drama, chess in-the-school; Art, Book Club, Newspaper/Journalism, Board Games, Healthy Cooking, Photography, Sewing, Math Games
- Afterschool Homework Help for students provided by on-staff teachers and assisted by City Year Volunteers
- Increased awareness of nutrition and health issues among staff and students which are supported by Healthy Schools Healthy Families Program (C.B.O.) Gold Award Recipient for exceeding standardized criteria in physical activity and overall implementation of Schoolwide Healthy Snack Policy.
- Study Groups in Differentiated Instruction for Learning to Teach Second Language Learners, Literacy focus on Comprehension and tools for developing reading: Fall-2010
- SBO approval to use 40 minute block of extended day for teacher teams to meet and look at data and student work to improve performance of struggling students who fall within the bottom third of the city in reading and math 2010-2011
- Behavioral/Disciplinary Issues have improved through implementation of effective strategies for working with disruptive and disengaged students. Professional training in RAMAPO project has been provided for staff in 2009-10.
- Sustainability of registers and enrollment for the last two years.

Barriers:

- Tackling Accountability (connecting assessment to explicit learning goals). Classroom teachers effectively utilizing conferring in reading and writing as a tool to address deficit skills and provide explicit strategies.
- As a grade 3-5 school, we are challenged by different assessments used in the Early Childhood Tandem school that are inconsistent with the assessments we have historically used in grade 3. The tandem school uses Reading 3D which was piloted and used for the last 4 years. In 2008-09, our school opted for the Teacher's College Reading and Writing Project running record assessments in reading. Our data is entered into the *TC Assessment Pro*. P.S. 112's Reading 3D levels do not align with the TC running record assessments. Subsequently, a seamless assessment tool which bridges the early childhood school to the upper grade school is a barrier for articulating reading levels for our incoming third grade students.
- Implementation of effective strategies and programmatic needs that support academic achievement for Special Education students, ELL's and in particular African American male students.
- Engaging greater parental involvement.
- Some loss of level 3-4 students who are recruited to neighboring charter schools

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.

Instructional Goals: 2010-2011

Goal # 1: By June 2011, 30% of level two fourth grade students will demonstrate a performance increase of 10 scale score points toward achieving state standards as measured by the ELA state exam.

Based on the 2009-10 ELA state exam, tougher academic standards impacted on the number of students in grades 3-5 that were on a level 3 and above. Subsequently, with the recalibration of scale scores for each grade, there are a greater number of level two students in our present 4th grade than in previous years. Our goal is to narrow the achievement gap of our present 4th grade students in ELA level 3 and above towards meeting more closely the city percentages by an increase of 10 scale score points of our level 2 fourth grade students in ELA. Through inquiry work and the continued structure of teacher teams, we will incorporate information derived from the skills analysis for each student on the 2009-10 ELA exam and identify areas of need to help support students that fall at level 2 and below in meeting the standard. In addition to providing rigorous instruction during the school day, we will use existing afterschool instructional programs for targeted individualized and small group instruction as well as extended learning in the 37.5 minute block to target instructional needs.

Goal # 2: By June 2011, 40% of level two fifth grade students will demonstrate a performance increase of 10 scale score points toward achieving state standards as measured by the math state exam.

Based on the 2009-10 Math state exam, tougher academic standards impacted on the number of students in grades 3-5 that were on a level 3 and above. Subsequently, with the recalibration of scale scores for each grade, there are a greater number of level two students in our present 5th grade than in previous years. Our goal is to narrow the achievement gap of our present 5th grade students in Math level 3 and above towards meeting more closely the city percentages by an increase of 10 scale score points of our present level 2 fifth grade students in Math. Through inquiry work and the continued structure of teacher teams, we will incorporate information derived from the skills analysis for each student on the 2009-10 Math exam and identify areas of need to help support students that fall at level 2 and below in meeting the standard. We intend to increase student performance levels in math by improving students' abilities of reasoning, thinking, and problem-solving. Significant work on writing in mathematics will be developed in order that students may articulate the rationale and processes they utilize when solving mathematical problems. Work will begin in training teachers on the standards for mathematical practice in order to ensure proficiency and coherence for students in deepening their understanding of mathematical concepts. In addition to providing rigorous instruction during the school day, we will use existing afterschool instructional programs for targeted individualized and small group instruction as well as extended learning in the 37.5 minute block to target instructional needs.

Goal # 3: By June 2011, 50% of grade 3 students will narrow the achievement gap between the school and the city horizon in average median proficiency level in ELA through a minimum of 5 proficiency point increase in student proficiency level as measured by the ELA state exam.

For incoming 3rd grade students, there are no objective formalized data to access for determining deficit areas. Our work will be based on close examination of the results from the 2009-10 3rd grade ELA test in order to prepare the present 3rd grade student for the tougher academic expectations for the 2011 ELA exam. Teacher teams will create a toolkit of questions that correspond to the test questions with a particular emphasis on those questions on the ELA 3rd grade test that presented difficulty for most of the former 3rd grade students. Specifically work done on building comparing and contrasting skills as students talk and write about their reading will ensure they are engaged in rigorous experiences during literacy instruction. Creating higher order questions, teachers will be able to track student progress through interim assessments given during agreed upon benchmarks. Such work will enable teachers to gain insights on how individual students are developing as readers and writers, across content areas (math, science, social studies) and will help teachers improve their capacity to help students set and meet SMART learning goals. It will also foster an increase in flexible grouping, differentiated tasks, and targeted interventions for students, directly correlated to their needs. In addition to providing rigorous instruction during the school day, we will use existing afterschool instructional programs for targeted individualized and small group instruction as well as extended learning in the 37.5 minute block to target instructional needs.

Goal # 4: By June 2011, 25% of classroom teachers will effectively utilize a conferring toolkit of skills and strategies in one-on-one teaching conferences and small group instruction, which addresses the strengths and weaknesses of each student, as measured by an increase of at least one level in performance on a conferring rubric continuum.

Conferring work will continue with an emphasis on developing teachers' expertise in the effective utilization of conferring work in reading in order to expand their repertoire of comprehension strategies used during individual and small group instruction. All classroom teachers will engage in continued professional development around conferring work in reading, to address the needs of students with IEPs, ELLs and students with varying reading levels. Teachers will work on creating strategies and prompts that go with each skill identified through conferring in order to add to the conferring toolkit. Teachers will contribute this work during weekly PD's with the literacy coach, as well as during their own planning teams. Monthly planning sheets with the identified skill/strategies and prompts will be submitted during the grade level PD's. Staff will engage in professional development study groups which focus on professional literature on conferring, to increase staff understanding of higher order critical thinking and analysis skills and correlating practices.

Goal # 5: By June 2011, 50% of classroom teachers will improve their instructional effectiveness with all student sub groups through a 5% increase in the time dedicated to analysis and application of student data as evidenced through grade level inquiry teams.

Based on the school's November 2007 Quality Review Report, the school needed to improve on data skills that would track closely the progress of student sub groups to measure the success of the school's individualized interventions. In addition, the need to continue to build teachers' skills in carefully analyzing and confidently using data to organize instruction that clearly matches students' needs was identified. Staff required more frequent opportunities to model and share best practices to encourage even greater consistency in instruction. As part of this work, Collaborative Inquiry Teams will continue to meet on a weekly basis to review and analyze a wide range of data, including looking at student work; base-line, mid-line, and end-line assessments, customized ACUITY interim measures; teacher conference notes, SCANTRON results; ARIS. Teachers and Administrators will routinely meet to discuss and track student progress, with a focus on creating targeted instruction for

all students, with particular attention to the unique needs of students with IEP's, ELL's , and high performing students. In 2009-10, the subgroup of African American students as well as Students with Special Disabilities did not meet the AYP in ELA. Teachers and Administrators will create and implement a school-wide policy for the use of formal formative assessments to monitor student progress. Teachers will engage in monthly reviews of data (formal and informal sources) with the support and facilitation of the Literacy and Math Coaches. Teachers will create and maintain Data Records for their class and use them for the purposes of tracking student progress, sharing results with students, families, and administrators. Schoolwide protocols will be established for regular check-ins and immediate feedback for academic conferencing based on teachers' increased use of data in order to ensure continuity, coherence and consistency in the improved use of data to drive instructional decisions. Weekly Inquiry Team meetings also provide an active opportunity for teachers to retrieve, analyze, and apply appropriate data for instruction of students. Teachers will meet in grade level meetings and across grades to share information; observe trends, and leverage the collective knowledge of all staff to support a school-wide learning community, with a common purpose.

- A minimum of two trainings on integration of the common core standards in literacy will be provided to all staff during Professional Development offered at the school and network meetings.
- Staff will continued to receive training on data and assessment tools such as ARIS, ACUITY, SCANTRON and TC Assessment Data system in order to integrate data to identify and create differentiated long and short-term goals to meet student needs in literacy
- Teachers will be able to inform and train students to monitor their growth and set goals through continued use of ACUITY and SCANTRON during open lab sessions (Technology Cluster will support during open lab)
- Teachers will receive professional development around how to support students in setting short-term goals using calendar planning sheets around reading volume (TC consultant, Literacy Coach, Network ELL specialist, Network Leader, Special Needs Specialist and School Improvement Staff developer.
- Teachers will receive professional development on how to use performance based assessments such as running records and on-demand writing pieces to specifically target student needs in literacy (Literacy Coach, TC consultant)
- Teachers will continue to improve on how to confer with students, in order to establish a greater consistency in the quality of note-taking. (Principal, AP, literacy coach)
- Teachers will study the ELA state exam and assess what level the informational text vs. non-fiction text is and use it as a benchmark for supporting student instruction. Specific focus will be on academic language and vocabulary that may present barriers to students ELLs and Special Needs students. (ESL teacher, Literacy coach, TC consultant, Network ELL specialist and Special Needs specialist, Network leader, Principal and AP and Special Service Providers)
- Specific teaching will be emphasized into supporting student work on short and extended responses as indicated on Book 2 of the ELA.
- Development of work on levels of complexity in writing with a focus on the aspect of argument and opinion.
- After school Program: Support level 3 and 4 students through enrichment program in ELA using the arts and project based learning.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • TCRWP staff developers-19 days – Title I 10% HQ • TC Calendar Days- Title 1 !0% HQ • Literacy Coach –FSF • Principal & A.P.- FSF/Title I • Teacher Salaries-FSF/Title I/ASD TL/Title IIA supplement • Supplies Source: Title I, FSF, CE4, Title III, Title Ila,Title I ARRA • Network Leader (Children’s First) • FSF- materials, supplies • After school Program for EIl’s- Title III • Homework Help and Enrichment Afterschool Programs: FSF • TL ASD- ASD ICT teacher salary/materials/supplies/case conference per session • FSF/NYSTL: Hardware, Software, library, Textbooks • Contract For Excellence: Per diem substitutes for coverage to attend PD/trainings
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Student data binder reflecting intervention strategies use to monitor growth of identified subgroup students. • Teacher conferring notes of subgroup students that reflect a T-chart of what teacher has learned from looking at student work and what they have identified as the next steps. • Grade level agendas reflecting articulation and planning around identified subgroup students • Case study from Inquiry Team on progress of subgroup students and intervention strategies, which directly affected progress. • Observations of increase evidence of small group instruction as evidenced through daily walkthroughs • Formal/Informal instructional observations • Quarterly One-on-one conference with Principal and AP to review data and instructional goals with specific emphasis on literacy skills that have been identified as a level 2 student. • Instructional lesson plans with evidence of differentiation for small group work • ELA/Math ITA’s and Predictive to monitor progress of identified level 3/4 students (Oct-Dec- 2010) and (Spring 2011) 2011-ELA state exam

Subject/Area (where relevant): Curriculum & Instruction/Data:Math

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>#2: By June 2011, 40% of level two fifth grade students will demonstrate a performance increase of 10 scale score points toward achieving state standards as measured by the math state exam.</p>
<p>Action Plan 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"> ▪ 5th grade classroom teachers will differentiate instruction through collection, interpretation, and application of data, with a focus on identifying important strategies, knowledge and skills towards instruction for all students with a particular lens on level two 5th grade students in small group work. ▪ Classroom 5th grade teachers will work on a word problem, related to their monthly unit, and will devote 10-20 minutes three times a week in inquiry or exploration of the given problem. One day will be devoted to reading and discussing the problems in partnerships in the classroom. Another day will highlight re-reading the question and figuring out strategies for solving it, using manipulatives and other tools. The third day will highlight students' sharing their work with the rest of the class and teacher' guiding students to use precise language in describing and orally communicating their thinking about solving the word problem. ▪ Selected and volunteer teachers will videotape their classes during their instruction of the 3-day math instructional cycle in order to look more closely at student thinking and work, as they explore these monthly problems. We will start with two problems a month and increase to one a week, as the students begin to show proficiency in the process of this inquiry work. ▪ School based pedagogues will meet in teacher teams to understand test demands, study student needs and plan for, implement, and monitor change. ▪ Continue to leverage existing structures for teacher teams to meet, discuss, and analyze student work and plan for instructional improvement. Continue a contractually correct schedule with time to study and plan together during and after school. (Weekly blocks of 90 minute grade level PD meetings twice a week and monthly after school grade level conference) ▪ Facilitate inquiry teams towards greater integration of the common core standards as a way to increase rigor for all students in meeting the new standards on the Math state exam.

- Incorporate school-wide protocols for regular check-ins, immediate feedback, formative assessments and academic conferencing in order to ensure continuity and coherence.
- A minimum of two trainings on integration of the common core standards in math will be provided to all staff during Professional Development offered at the school and network meetings. Particular emphasis will be given to the levers of instructional practice in Math.
- Teachers will meet with students to train them to monitor their own growth and set goals through continued use of data from ACUITY and assignments on SCANTRON during open lab sessions (Technology specialist will support during open lab).
- Teachers will study the math state exam to target specific academic language and vocabulary that may present barriers to students (specifically ELL's and Special Needs).
- Staff will focus on the instructional integration of precise language in math to support writing goals within the math common core standards.
- Teacher-created efforts to reinforce precise math terminology and vocabulary throughout the instructional day, across curriculum and content areas will maximize students' opportunities to utilize precise and content-related language.
- 10-20 minutes math congress around one math question three days a week will be conducted monthly. Questions will be related to skills for the monthly unit.
- Video-taped sessions of this inquiry will be used to examine more deeply student reasoning during math PD's.
- Utilization of grade level meetings, common preps, staff conferences, observations, and curriculum walkthroughs will provide opportunities for teacher teams to emphasize the deeper understanding of students' math development and the incorporation of best practices towards that goal.
- Math Coach will work with teachers in planning and modeling small group instruction and how to use observation of students and data to tap into students' thinking and rationale in solving mathematical problems and algorithms.
- Administration will monitor the implementation of goals and provide feedback for professional growth and increased student achievement.
- Substitute teachers will be hired to enable teachers to participate in study groups, planning sessions, intervisitations.
- Teachers will utilize technology as a supplemental instructional tool in teaching skills, concepts and strategies in mathematics through Scantron and Acuity.
- Teachers will include instructional activities on math language and vocabulary in order to improve and deepen children's mathematical logical reasoning.
- Parent Coordinator will encourage parents to attend monthly math workshops so that they can effectively support their children's mathematical work at home.

	<ul style="list-style-type: none"> ▪ Weekly after school Tutoring and Homework Support in collaboration with City Year Volunteers and school staff will provide additional opportunities for student learning. ▪ Teachers will participate in test-taking of past grade level math exams to identify the content, skills and knowledge students need to think about and use.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Staffing & Funding:</p> <ul style="list-style-type: none"> • Math Coach (FSF) • Principal & A.P. (FSF & Title I) • Teacher Salaries: Title I, ASD TL, FSF • Per session : Inquiry team allocation • Per Diem Subs for Inquiry/PD- (Title I SWP- 1%-5% HQ; CE4) • After school Program for Ell's- Title III • Homework Help and Enrichment Afterschool Programs: FSF • Network Math Specialist- (Children's First Network) • Materials/Resources- (FSF, Title I, NYSTL)
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Classroom charts, written responses to math questions, oral feedback during accountable math talk and sharing • Lesson plans structured around the math workshop model • Pre and Post monthly unit assessments, Periodic Assessments, and math ITA's • Student work on math slates, core curriculum books, notebooks and journals and workshop games in mathematics • Student work on monthly problem three times a week around skills and concepts for monthly units. • Analysis, interpretation and reflection of data through discussions and feedback during bi-monthly PD math sessions with Math Coach • Agendas and Sign Sheets from monthly Grade level unit-planning meetings • Bi-monthly training with Math Coach to deepen teacher understanding of grade level mathematics and standard based activities to support concepts • Student Math Reflection Journals • Students' extended responses in problem solving school-wide presentations, grade level meetings and common prep times • Project based student product developed around a math inquiry of weekly exploration of math problem. • Video-taped sessions of teachers and students during the three day congress

Subject/Area (where relevant): Assessment & Data

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>#3: By June 2011, 50% of grade 3 students will narrow the achievement gap between the school and the city horizon in average median proficiency level in ELA through a minimum of 5 proficiency point increase in student proficiency level as measured by the ELA state exam.</p>
<p>Action Plan 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"> ▪ Inquiry work in which teacher teams will analyze and conduct a close examination of the 3rd grade 2009-10 ELA state exam in order to identify skill areas of deficit in reading. ▪ 3rd grade teachers will create a toolkit of questions that correspond to the test questions with a particular emphasis on the higher order thinking questions. ▪ Interim assessments using their own crated questions at determined benchmarks will facilitate the tracking of student progress. ▪ Integration of writing across content area will be utilized in developing the common core state standard of argument and opinion. ▪ Offer PD/ study group on identifying student strengths in reading through one-on-one and small group conferring work. ▪ Meeting with grade 3 teachers and literacy coach during study group work around reading comprehension skills and strategies ▪ Instructional walkthroughs will focus on listening and looking for the teacher engaged in conferring work during independent reading and/or reading workshop. ▪ Provide teachers with conferring books which will be collected every month for continued dialogue on deepening teacher knowledge on conferring purposefully ▪ Supervisors will review conference logs on a monthly basis and provide feedback to teachers in order to make adjustments in practice, when necessary. ▪ Interim monthly benchmarks will be established and communicated with staff in order to set and meet monthly professional instructional goals in conferring, with comprehension strategy teaching points.

	<ul style="list-style-type: none"> ▪ Differentiated professional development supports will be provided based on teachers' proficiency levels in conferring, using comprehension strategies. • Teacher's College (TCRWP) staff developer will focus on support to teacher's conferring work during the reading/writing workshop during one-on-one sessions. • Continue a contractually correct schedule with time to study and plan together during and after school. Weekly blocks of 90 minute grade level PD meetings twice a week and monthly after school grade level conference) ▪ Per Diem substitute teachers to cover teachers during 90-minute blocks during PD days (twice a week) and during calendar days at TC. • Literacy Coach and A.P. will continue to support teachers and keep the focus on conferring and note taking. Conferring notes will inform the planning of teaching points to match students' needs. • Study Group led by Network Leader on building observational skills during conferring work in Reading and identifying/naming out reading skills during conferring.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Staffing & Funding:</p> <ul style="list-style-type: none"> • TCRWP staff developers-19 days – Title I 10% HQ • TC Calendar Days- Title 1 !0% HQ • Literacy Coach –FSF • Principal & A.P.- FSF/Title I • Teacher Salaries-FSF/Title I/ASD TL/Title IIA supplement • Supplies Source: Title I, FSF, CE4, Title III, Title Ila, Title I ARRA • Network Leader (Children's First) • FSF- materials, supplies • After school Program for EIl's- Title III • Homework Help and Enrichment Afterschool Programs: FSF • TL ASD- ASD ICT teacher salary/materials/supplies/case conference per session • FSF/NYSTL: Hardware, Software, library, Textbooks Contract For Excellence: Per diem substitutes for coverage to attend PD/trainings

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Teacher Confering notes/forms/binders of targeted work with general education; IEP and ELL students in the 3rd grade • Formal/Informal Observations • Teacher conferring books • Interim benchmarks will be established and communicated with staff in order to set and meet monthly professional instructional goals in this area. • Focused feedback notes/communication from administration on all teachers conferring notes during interim one-on-one meetings and quarterly administrative conference • Lesson plans that reflect teaching points based on conferring notes and targeted instruction • Articulation notes and hand-outs during study groups reflective of conferring work • Increase student progress in independent reading levels • Study Group Agendas • Documented student work, student progress, next steps and reflections during staff conferences, PD sessions and grade level meetings • Case study of targeted students in the respective grade level inquiry • Shared strategies and progress through end of the year presentations (sharefair, chancellor's conference day, June staff meeting) • Articulation with tandem school on 3rd grade inquiry • Team leader protocols to introduce the looking at student work and data used during inquiry meetings
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Subject/Area (where relevant): Curriculum/Professional Collaboration

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>#4: By June 2011, 25% of grade 3-5 classroom teachers will effectively utilize a conferring toolkit of skills and strategies in one-on-one teaching conferences and small group instruction, which addresses the strengths and weaknesses of each student, as measured by an increase of at least one level in performance on a conferring rubric continuum.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> ▪ 3-5 grade classroom teachers will engage in professional development around conferring work in reading to address the needs of students with IEPs, ELLs and students with varying reading levels. ▪ Each teacher will work on providing two strategies and two prompts that go with each skill and will add to the conferring toolkit. Teachers will contribute to this work during weekly PD's with the literacy coach, as well as during their own planning teams.

- Monthly planning sheets with the identified skill/strategies and prompts will be submitted during the grade level PD's.
- Administration will offer PD/ study group for staff on identifying student strengths in reading through one-on-one and small group conferring work.
- Classroom teachers and literacy coach will meet during study groups around reading comprehension skills and strategies.
- Instructional walkthroughs will focus on listening and teacher engagement in conferring work during independent reading and/or reading workshop.
- Administration will provide teachers with conferring books which will be collected every month for continued dialogue on deepening teacher knowledge on conferring purposefully.
- Principal and Assistant Principal will provide written feedback and conferences around a rubric that will be developed by teachers and administrators and used as a self-evaluation to move teachers effectively through a continuum that identifies conferring elements and levels of practice.
- Teacher's College (TCRWP) staff developer will focus on support to teacher's conferring work during the reading/writing workshop during one-on-one sessions.
- Work on integrating the CCS will be addressed by staff developer from TC.
- Additional training on CCS will be provided by Curriculum Consultant.
- Administration will continue to implement a contractually-approved schedule with time to study and plan together during and after school (two 90 minute block twice a week for grade level PD meetings and monthly after school grade level conference).
- Per Diem substitute teachers will be hired to cover teachers during 90-minute blocks during PD days (twice a week) and during calendar days at TC.
- Literacy Coach and A.P. will continue to support teachers and keep the focus on conferring and note taking.
- Teachers' conferring notes will inform the planning of teaching points to match students' needs.
- Study Group around: Conferring With Readers by Jennifer Seravallo and Gravity Goldberg will be conducted through the year to increase teachers' professional capacity in literacy instruction and to strengthen learning community in coherent, school-wide literacy practices.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Staffing & Funding:</p> <ul style="list-style-type: none"> • TCRWP staff developers-19 days (Title 1 SWP funds- 1% & 5% H.Q; Contract for Excellence) • 35 TC Calendar Days (Title I SWP; CE4) • Literacy Coach (FSF) • Principal & A.P. (FSF) • Administrative Consultant (CE4) • Resources & Materials: Title I, FSF, CE4, Title III • Network Leader (Children’s First) • Contract for Excellence: per diem substitute teachers to cover teachers during grade conferences and PD.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Teacher Conferring notes/forms/binders of targeted work with students that reflect strategies which consider students with IEPs and ELLs • Self-evaluation rubric/feedback • Teacher planning sheets • Formal/Informal Observations • Teacher conferring books • Focused feedback notes/communication from administration on all teachers conferring notes • Lesson plans that reflect teaching points around specific monthly units Articulation notes and hand-outs during study groups reflective of conferring work • Increased student progress in independent reading levels • Study Group Agendas • Monthly planning sheets which identify skill/strategies/prompts being introduced • TC Assessment Data System to monitor movement in progress of independent reading levels • Predictive Assessment and TC Assessment Pro Running Records • 2011 ELA state exam • Progress Report

Subject/Area (where relevant): Data/Differentiated Instruction

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>#5: By June 2011, 50% of grade 3-5 classroom teachers will improve their instructional effectiveness with all student sub groups through a 5% increase in the time dedicated to analysis and application of student data as evidenced through grade level inquiry teams.</p>
<p>Action Plan 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"> ▪ Develop school based working teams of teachers to understand test demands, study student needs and plan for, make and monitor change ▪ Staff will continue to receive training on the use of accountability tools such as ARIS, ACUITY and Scranton (Math) to support differentiated instruction ▪ Analyze and reflect on student responses to various assessments in order to identify areas of deficit in addressing needs of all students, students with IEPs, ELLs, level 1-4 on ELA and Math state exams ▪ Develop teacher knowledge on ways to teach reading and writing to their students through continued professional work with the Teacher’s College Reading and Writing Project • Embedded bi-monthly 45 minute time slots in addition to preps for grade level teacher teams to meet and focus on target group of inquiry students • Schedule 15 minute monthly sharing of inquiry work school wide during month staff conferences • ARIS data accountability forms for teachers will be created, collected, and reviewed by supervisors on a monthly basis to determine the extent to which teachers are logging in to the ARIS data base and utilizing the data for instructional design and implementation. • Weekly Inquiry Team meetings will provide active opportunities for teachers to retrieve, analyze, and apply data for instruction of students.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Staffing & Funding:</p> <ul style="list-style-type: none"> • TCRWP staff developers-19 days – Title I 10% HQ • TC Calendar Days- Title 1 10% HQ • Literacy Coach –FSF • Principal & A.P.- FSF/Title I • Teacher Salaries-FSF/Title I/ASD TL/Title IIA supplement • Supplies Source: Title I, FSF, CE4, Title III, Title IIA, Title I ARRA • Network Leader (Children’s First) • FSF- materials, supplies • After school Program for ELL’s- Title III • Homework Help and Enrichment Afterschool Programs: FSF • TL ASD- ASD ICT teacher salary/materials/supplies/case conference per session • FSF/NYSTL: Hardware, Software, library, Textbooks

	<ul style="list-style-type: none"> • Contract For Excellence: Per diem substitutes for coverage to attend PD/trainings
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • TC running record, reader's and writer's notebooks, Math journals, periodic performance assessments, ITA's, Scantron • Coach run weekly professional development sessions • Grade level conferences • Data driven instruction as evidenced during formal/informal observations and walkthroughs • Weekly/monthly reading logs of students during independent reading/home • Protocols to introduce looking at student work and data • Documented student work, student progress, next steps and reflections during staff conferences, PD sessions and grade level meetings • Case study of targeted students in the respective grade level inquiry • Shared strategies and progress through end of the year presentations (sharefair, chancellor's conference day, June staff meeting) • Articulation with tandem school on 3rd grade inquiry • Team leader protocols to introduce the looking at student work and data used during inquiry meetings • Monthly review by supervisors of ARIS log-ins, Assessment Pro log-ins, and data accountability forms, with feedback to teachers, will track the teachers' increasing use of data to ensure meeting the annual goal.

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	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3	109	109	N/A	N/A *	**see below N/A	4	9	109
4	80	80	80	80	**see below N/A	10	12	80
5	69	69	69	80	**see below N/A	5	6	69
6								
7								
8								
9								
10								
11								
12								

****Note: School does not have a guidance counselor. At-Risk support services are provided by Mandated Counseling Social Worker and IEP team Social Worker.**

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)	Description: Provide a brief description of each 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.).
ELA:	<ul style="list-style-type: none"> • All students in grades 3-5 are serviced in ELA provided during extended day program. All teachers provide differentiated instruction to <u>all</u> students in grades 3 -5 in small groups of 10 students for 55 minutes a week. • City Year workers, provide academic intervention services to students in grades 3-5 daily in one-on-one sessions using Great Leaps Program (reading). • SETSS teacher provides academic intervention to at-risk students during the school day in grades 3-5 using the Wilson program for fluency and comprehension work. • After school intervention/enrichment program to work intensively on literacy • ELL after-school Title III program for students in grades 3-5 provides intervention in the areas of reading, writing, listening and speaking for students based on their NYSESLAT scores.
Mathematics:	<ul style="list-style-type: none"> • All teachers provide differentiated instruction to <u>all</u> 3 -5 grade students in small groups of 10 during the Extended Day program for 55 minutes a week. Students are grouped by skill area, based on NYS yearly Tests, Acuity Reports and monthly Everyday Math Assessments. • All teachers provide differentiated instruction to all 3-5 grade students in small groups once a week within the 90-minute math block.
Science:	<ul style="list-style-type: none"> • Extended Day school program for grades 3-5 students will offer support in science during the 2010-11school year in 8 week cycles. The use of science work will be integrated within ELA and Math work to incorporate non-fiction and writing work in the content areas. • After school intervention/enrichment program to work intensively on science for 6 weeks before the exam.
Social Studies:	<ul style="list-style-type: none"> • Extended Day school program will offer support for social studies through integration of content area within ELA work. • After school intervention/enrichment program to work intensively on social studies for 6 week cycles (grades 4-5)

	<ul style="list-style-type: none"> Technology Cluster Teacher will articulate with grade 3-5 teachers to align extended AIS work around social studies (research, historical fiction work, tech-projects in S.S) during 1-2 period block per class weekly.
At-risk Services Provided by the Guidance Counselor:	N/A (We do not have a Guidance Counselor)
At-risk Services Provided by the School Psychologist:	Depending on caseloads (Psychologist services two schools on site), the school psychologist has provided on the spot crisis intervention for students
At-risk Services Provided by the Social Worker:	At risk students are seen in groups and individually as needed. Activities given to develop social skills through play therapy, interactive game, role playing video's on conflict resolution, bullying, and anger management are shown and discussed with assistance from SAVE teacher. Contact with parent to share concerns and positive development of students. Reward modification if student accomplish specific task. Proper verbal etiquette is reinforced through role-playing, how to seek appropriate help from school staff, peer mediation.
At-risk Health-related Services:	<p>DOE assigned nurse, provides a series of 5 lessons to students who suffer from asthma. The sessions are designed to assist students to self-monitor their asthma by identifying triggers and strategies for reducing the symptoms of asthma as well as prevention for possible attacks.</p> <p>All students receive lessons and activities to introduce students in making wiser and healthier choices in combating the effects of obesity. Healthy School Healthy Families (CBO) provide health fairs, healthy snack sales and breakfast club where students are taught how to make healthier choices in their daily eating habits. In addition, the school has adopted a healthy snack policy.</p>

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.

**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 02 CPN 203	District 04	School Number 206	School Name Jose Celso Barbosa
Principal Myrna Rodriguez		Assistant Principal Camille Forbes	
Coach Mayra Acosta		Coach Jayne Hunt	
Teacher/Subject Area type here		Guidance Counselor type here	
Teacher/Subject Area type here		Parent type here	
Teacher/Subject Area type here		Parent Coordinator Ana Ortiz	
Related Service Provider type here		Other type here	
Network Leader Dan Feigelson		Other type here	

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	1	Number of Certified Bilingual Teachers	4	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	258	Total Number of ELLs	46	ELLs as Share of Total Student Population (%)	17.83%
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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;

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.

Paste response to questions 1-6 here

A pedagogue, (certified ESL teacher) conducts an interview for both parent and child and assists parents in filling out the HLIS upon registering a student into the school, the pedagogue utilizes the translated material and services as needed. At that time, it is determine whether the student is a new admit to the NYC school system. If the student meets the criteria for ESL testing, the ESL teacher administers the LAB-R and Spanish LAB if the home language is Spanish. The ESL teacher, along with the Parent Coordinator, plan an orientation day or an individual appointment, one in the morning and one in the afternoon, within ten business days after enrollment in which parents are invited to view the DOE DVD on the various choices entitled ELL students can receive in the city schools. Letters are sent out in the language(s) of the parents based on information obtained from the parent language preference survey taken upon registration. The letter invites parents to attend an orientation in order to assist in the selection of an appropriate program for their child. A discussion on the programs offered here at the school is shared and parents are given an opportunity to decide whether they want their children in a Dual language, the Transitional Bilingual class or Freestanding ESL Program. After the video is viewed, the parents complete the Parent Survey and Program selection forms in their native language. We then discuss the options available in this school with the parents, and emphasize that they are entitled to select whichever program they feel would be most suitable for their child. Parents fill option letters indicating their choice and sign the letter. Should parents select a program model not offered in our school (eg. Dual Language), a transfer option is offered. Students are then placed accordingly within ten days of admission. If parents do not select a program, the default option is TBE. In order to ensure that the Parent Survey and Program Selection forms are returned, these letters are first sent home for parents to review and then they are completed and collected by the ESL teacher during the orientation session. The Continued Entitlement and Non-Entitlement letters for ELLs are distributed to students along with a signature page for parents to review and then return to the ESL teacher. Since we are a 3-5 grade school, the majority of our students are list noticed from PS 112, our tandem school. Most often, the parents of these students choose to continue the program model they initially selected at PS112.

In the Fall and the Spring, as required by Part 154, teachers as well as the ESL teacher meet with parents to ensure that they are informed about the bilingual and ESL program requirements, the expectations, the NYSESLAT assessment, ELA promotional criteria, Instructionally Targeted Assessments, Predictive Assessments and Reading Level Assessments as well as the instructional standards. The programs offered at PS 206 are aligned with parent choices.

In the spring, in preparation for the NYSESLAT parents are informed of the testing dates and students follow the appropriate testing procedures. In June, prior to the new fall semester, parents from the tandem school are invited to an orientation and school walkthrough of the PS 206, in order to inform parents of incoming students in the Fall about the various extracurricular programs offered at the school as well as academic expectations. A video of school activities is shown and the Principal, Dean and Parent Coordinator divide groups of parents and tour the building. Staff who are proficient in the major languages: Spanish, Haitian Creole, French and Arabic are available and translation is provided throughout the tour and discussions.

During '09-'10 PS206 enrolled 3 new admits, all 3 admits chose ESL services. In '10-'11 our 1 new admit has chosen the TBE program option. The trend for most of the parents of the students who are admitted to PS 206 from P.S. 112, our tandem school, has been a continuance of the services that were offered at the tandem school. These programs include TBE and Freestanding ESL. Our programs aligned with the structures and services that our tandem school offers and parents have opted for their students to transition into the same structures. As mentioned above, placements for new general education admits who did not previously attend PS 112 are informed by parent choice upon attending and viewing the DOE DVD informing parents of the various programs for ELLs offered by the New York City Department of Education. Historically, for the past 10 years, PS 206 has only maintained a TBE class in the 3rd and 4th grades. At present the number of students fall below 20 in each grade resulting in the need to sustain a bridge TBE class in grades 3 and 4. At present, there are not sufficient Spanish speaking ELLs in grade 5 to sustain a TBE program in this grade. Parents are made aware of this during the orientation meetings and are informed of the services for their children transitioning into the push-in/pull-out model of the freestanding ESL program. As mentioned above, parents are always offered the transfer option if there choice of program is not offered at PS 206. Parents are provided with informational materials to support them in making the appropriate decision for their child. Staff who can translate and translator services, in the parents' home language are made available to meet with them.

Currently, the 46 ELLs enrolled at PS 206 receive ESL services in two settings. If chosen by parents, 3rd and 4th grade ELLs with a home language of Spanish are instructed by the fully certified bilingual teacher who is assigned to the Transitional Bilingual (TBE) 3rd and 4th grade bridge bilingual general education class. There are currently 15 ELLs enrolled in the TBE class. There is a fully certified ESL teacher who services grades 3-5 ELL students in a freestanding ESL program. Currently there are 31 ELLs receiving ESL services in the

Part III: ELL Demographics

A. ELL Programs

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%-40% → 50%-50% → 75%-25%)</small>				1	1									2
Dual Language <small>(50%-50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In				8	8	8								24
Total	0	0	0	9	9	8	0	0	0	0	0	0	0	26

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	46	Newcomers (ELLs receiving service 0-3 years)	25	Special Education	13
SIFE	0	ELLs receiving service 4-6 years	21	Long-Term (completed 6 years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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	10	0	2	5	0	1	0	0	0	15
Dual Language										0
ESL	15	0	4	16	0	6	0	0	0	31
Total	25	0	6	21	0	7	0	0	0	46

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

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

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
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	8	7	0	15							

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
TOTAL	0																			

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		
TOTAL	0											

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				11	5	7								23
Chinese				1										1
Russian														0
Bengali														0
Urdu														0
Arabic				1	1									2
Haitian						1								1
French					2									2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other				2										2
TOTAL	0	0	0	15	8	8	0	31						

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
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.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - 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.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

At PS206 we offer two program models for our ELL students: Transitional Bilingual Education (TBE) for students' whose native language is Spanish and Freestanding Push-in and Pull-out ESL instruction.

Transitional Bilingual Education

TEMPLATE - MAY 2010

the NYSESLAT exam. Books and materials are available in both English and Spanish to support all curricular areas. 5 of our TBE students scored at the proficient level of the '10 NYSESLAT and have transitioned into a monolingual classroom while receiving continued support and services. Our Special Education ELLs, with a home language of Spanish in grades 3 and 4 are in the TBE are enrolled in the bridge class for grades 3 and 4. The instructor is certified in Bilingual Education who provides English language instruction through the content areas using scaffolding strategies to ensure both language and content acquisition is achieved. Bilingual special Education students remain in the program until a new IEP is issued by the CSE recommending decertification.

- Beginning students receive 90 minutes of ESL daily, 90 minutes of Native Language Arts daily and 120 minutes in content area instruction in the Native Language and 30 minutes daily in content area instruction in English.
- Intermediate students receive 90 minutes of ESL daily, 90 minutes of Native Language Arts daily and 80 minutes daily in content area instruction in the Native Language and 70 minutes daily in content area instruction in English.
- Advanced students receive 45 minutes of ESL daily, 90 minutes of English Language Arts daily , 45 minutes daily of native language arts and 140 minutes daily of content area instruction in English with support in Native Language as needed.

The Freestanding ESL program

The Freestanding ESL Program is taught by a certified ESL instructor who provides assistance in English language development for students whose home language is other than English. Students are pulled out or have the instructor push-in to their class to receive ESL services based on their level of proficiency on the LAB-R and NYSESLAT exams and by the duration of time registered in an English Language school system. It is our goal for the future to move towards a push-in model of Freestanding ESL with collaborative team teaching. Instruction is aligned with NYS standards and is geared toward extending and supporting classroom study in the content areas. Students are grouped heterogeneously by their level of proficiency, grade level and according to their evaluated needs.

The ESL Program follows a push-in/pullout model and includes the use of high quality, research based instructional materials that are standards-based, age appropriate and geared to meet the proficiency levels of the children and include native language support. Grade level curriculum and assessments are aligned to the NYS standards in ELA, NLA and ESL. The classroom teacher provides an additional 45 minutes of English Language instruction during the regularly scheduled ELA period, according to students' needs. Students, whose parents have opted them out of the bilingual program, receive services from the ESL teacher as mandated by CR Part 154. The ESL teacher serves the children in the bilingual classes during the additional mandated 37.5 minute extended day program 2 days a week.

In third, fourth and fifth grades, the ESL instructional model for beginning/intermediate students is 360 minutes per week of ESL and content area instruction with ESL methodologies. The ESL model for advanced students is 180 minutes of ESL per week of English Language Arts daily and content area instruction in English with ESL methodologies.

ELLs in both programs receive:

- Instructional strategies based on the Common Core Standards.
- Grade level curriculum and assessments are aligned to the NYC and NYS ELA, NLA, ESL standards in science, math, social studies and technology which are provided in both English and the native language as the program designates.
- There is a daily 120-minute literacy block and a 90-minute math block. During the literacy block all students are provided with instructional strategies that are research based. Children are provided with phonemic and phonological instruction to develop decoding skills (Words Their Way). Fluency and comprehension skills are taught through shared reading and writing literacy component. The daily 120 minute literacy block has the following components: read aloud, shared reading, word study, independent reading and writing
- Instruction is provided in two languages according to the designated model of Transitional Bilingual as per the LAP. All curriculum and instruction is parallel to the ELA standards, NLA standards and ESL scaffolding strategies and methodologies.
- Instruction in literacy and content area core curriculum is provided in accordance with the program models and levels of English language proficiency.
- The classroom environments support risk taking and there is evidence of oral and written language through the school.
- Teacher at PS 206 expect students to achieve at high levels of performance. Students are provided with instructional strategies that challenge the students to think critically.
- Native language instruction is encouraged to support English language acquisition as articulated by the school LAP, NYSESLAT, LAB R.
- ESL, NLA and content area instruction in all classroom is informed by the NYSESLAT scores and other assessments, and meet the requirements of CR part 154
- The school and classroom libraries provide students with a rich collection of authentic literature and resources in both Spanish and English.
- Students have access to technology in the library, technology lab and in their classrooms
- Instruction is differentiated to meet the instructional needs of ELLs to ensure student success
- ESL/NLA instruction uses the balanced literacy model and provided the necessary language development to meet the needs of individual students.
- The transitional bilingual program provides NL instruction in the content areas. Content area instruction is provided in both

and Math three times a year, NYSESLAT, LAB R.

Students who parents opt for a TBE are placed in this model in grades 3-4. All fifth grade ELLs are placed in monolingual classes and receive eight 45-minute ESL periods if beginners and intermediates, four 45-minute ESL periods as advance students as determined by NYSESLAT scores. Proficient students receive support as needed for two years after exiting out of the NYSESLAT. ELL Students are given testing accommodations pursuant to the guidelines set out for testing of ELLs.

Planning Instruction for ELLs

In order to improve student performance towards proficiency in ELA, students will receive enrichment and intervention services to help meet their needs. Specifically:

The Transitional Bilingual Program

- All services are provided by fully certified bilingual teachers.
- The program consists of 1 self - contained bilingual bridge class for 15 Spanish speaking students in grades 3 and 4
- The bilingual class utilizes a differentiated approach (i.e. whole group, small group and individual instruction) based on the students' English, native language proficiency and academic achievement.
- Native language and English language usage is aligned with SED, NLA and ESL Learning Standards.
- All level ELLs also receive ELA instruction aligned with SED ELA standards and the NYC Balanced Literacy approach.
- ESL instruction is provided based on Beginning, Intermediate and Advanced Levels as determined by the LAB-R or NYSESLAT and is consistent with CR Part 154 requirements.
- ESL instruction utilizes Total Physical Response strategies and visuals
- Academic content is fully aligned with the CR Part 100 standards.
- Beginning students receive 90 minutes of ESL daily, 90 minutes of Native Language Arts daily and 120 minutes in content area instruction in the Native Language and 30 minutes daily in content area instruction in English.
- Intermediate students receive 90 minutes of ESL daily, 90 minutes of Native Language Arts daily and 80 minutes daily in content area instruction in the Native Language and 70 minutes daily in content area instruction in English.
- Advanced students receive 45 minutes of ESL daily, 90 minutes of English Language Arts daily , 45 minutes daily of native language arts and 140 minutes daily of content area instruction in English with support in Native Language as needed.
- Title III program in the native language
- Tier I Academic intervention in the native language
- Tier II Academic intervention services in Literacy and Math provided in English by Literacy and Math AIS teachers

The Free Standing ESL Program

- ESL push-in with specific vocabulary development and fluency strategies within the Reader's/Writers Workshop, Content Area instruction
 - The classes are leveled based on students' acquisition of English from the results of the LAB-R and NYSESLAT exams.
 - ESL instruction is aligned with SED ESL learning standards
 - Academic content are is taught in the general education classroom using ESL strategies
 - ESL teacher provides push-in support during ELA and content area instruction as well as math
 - ESL instruction is provided based on Beginning, Intermediate and Advanced levels as determined by the LAB-R or NYSESLAT.
 - o Beginner: 360 minutes per week
 - o Intermediate: 360 minutes per week
 - o Advance: 180 minutes of ESL and 180 minutes of ELA per week; (Stagnant students who have remained advanced will receive targeted work through ESL push-in writer's workshop)
 - o Proficient students will receive extra ESL support during reader's and/or writer's workshop; 37.5 minutes with reading and writing skills; Title III program with specific reading and/or writing activities; 37.5 minutes w/specific ELA writing instructi
- PS 206 recognizes the instructional needs of the various ELL subgroups and has the following plans in place to meet the needs of these students:

Plan for SIFE students

P.S. 206 does not have SIFE students at present. The plan for SIFE students is the following:

- Utilize follow along audio tapes with print support
 - Provide them with at risk services from the bilingual speech teacher
 - Purchase picture dictionaries and high interest, picture support texts
 - Parent support and meetings to facilitate the transition process.
- Plan for ELLs in US Schools less than 3 years
- All Spanish speaking student, upon parent choice, in grades 3 and 4 are enrolled in the TBE Program
 - TPR, basic conversation and vocabulary development are part of their instructional program. More advanced children received ESL through the content areas.
 - Newcomers to this country receive mandated 360 minutes of ESL instruction a week.
 - Taught in small groups for maximum opportunities to work on listening, speaking, reading and writing.
 - Given instruction in developing both BICS and CALP.
 - Interactive, realia supported and interactive based instruction
 - All newcomers will receive additional instructional support after school as part of the extended day program.
 - ELA lessons taught with scaffolding and ESL strategies to support reading and writing strategies.
- Plan for ELLs receiving service 4 to 6 years
- Students receive ESL instruction in the push-in or pull-out model and when possible in the TBE program.
 - Students receive targeted individual instruction according to their results in the various modalities identified on the NYESLAT
 - Students are taught in small group settings to increased their opportunity to utilize the different modalities
 - Increased vocabulary instruction.
 - Students are tested according to ELL testing modifications.
 - Target comprehension strategies.
- Students with Special Needs
- PS 206 has services for all of its students including ELLs. The ESL teacher collaborates closely with Special Education teachers to give students extra support for the ELA test. In addition, the ESL program has meets with the School Based Support Team (SBST) to closely monitor the ELL students who have Individual Education Plans (IEP). This collaboration allows us to focus on our students' specific academic needs and to monitor their progress and adjust instruction as needed. In addition, all ELL/Special needs students in the TBE program receive Tier I Academic Intervention supports in the native language. Tier II Academic intervention services in Literacy and Math are provided in English by Literacy and Math AIS teachers

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	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			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language 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.
Please note that NLA support is never zero.

B. Programming and Scheduling Information—Continued

5. 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.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Paste response to questions 5-14 here

The targeted intervention programs for the ELLs at PS206 are based upon each students' needs. Students are assessed and evaluated by their classroom teachers, out of classroom teachers, ESL teacher and other service providers. All services and support are correspond to ELLs' ages and grade level as well as their learning needs.

Interventions for ELA include AIS for the subgroup of ELLs identified as having special needs and have IEP which specifies AIS services. These students are serviced based on their IEPs. AIS intervention for ELA is also used to target at risk students including the following ELL subgroups: Longterm ELLs, ELLs receiving services for 4-6 years and SIFE. This service is offered in Spanish and English. Struggling students within these subgroups are also targeted by inquiry teams and offered individualized strategies and instruction.

Students who are identified as at risk receive AIS interventions as well, in both English and Spanish.

ELL Students with Speech and Language delays are serviced by service providers according to their IEPs. These students may include the following ELL subgroups: Longterm ELLs, ELLs receiving services for 4-6 years and SIFE. These services are provided during the school day by both Spanish and English providers.

Interventions for math also include AIS for ELL identified as having special needs with IEPs that recommend AIS services. AIS for math is also available to those students identified as at risk. These include the ELL subgroups: Longterm ELLs, ELLs receiving services 4-6 years and SIFE. Students are also targeted by inquiry teams and offered individualized strategies and instruction. These math interventions are available in both Spanish and English.

In other content aread subjects such as Social Studies and Science, interventions are available for all ELLs and the ELL subgroups include SIFE, those with special needs, receiving services 4-6 years and Longterm ELLs. These include peer partnerships during class, one-on one work with teachers and homework help.

Plan for Students Receiving Proficiency on the NYSESLAT

Students in this category receive additional ESL and AIS services for as long as needed. Students are tested according to ELL testing modifications

School Programs

For this school year, we are improving our Title III After School Program for ELLs by emphasizing the writing component of the program. We have decided to focus on this component based on the data from the NYSESLAT showing that most of our ELLs struggle in writing. In addition, we are incorporating ipads as a technology component, which aligns with the recommendations for the Common Core Standards. There are no programs specifically for ELLs that have been discontinued.

P.S. 206 has several CBO partnerships within the school, which provide extra-curricular activities for all students. ELL parents are given information in their native language and students are given the opportunity to participate in the following:

- City Year Group: Great Leaps intervention one-on-one work, Star Program: Self-esteem building and Bringing Books to Life, after school homework help, arts activity

- Title III after school program
- Studio-In-A-School 14 week residency (2007-2010), Parent/Child workshop in bringing literacy to life through alignment with Art Expression
- Stanley Isaac After school Program in collaboration with the tandem school (P.S. 112): homework support, recreational activities, dancing, art
- Bronx Council for the Arts
- Healthy Schools Healthy Families
- Enrichment after school programs including: photography, chess, drama and track and field.
- PS206 Moves, a program that keeps students alert and active throughout the school day.

A variety of on instructional materials are utilized in and out of the classroom to support ELLs. These include Elmo's and visual support technology. In the building, we also use Smartboard technology in addition to video conferencing programs with schools across the world. Students participate in Technology class and use the internet and word based programs to create projects. Teachers use modeling techniques, charts and picture supports to support their teaching.

Native language Support Delivery

The Transitional Bilingual Program: (Spanish)

P.S. 206 is a school that utilizes the balanced approach to literacy and to accommodate the core curriculum of the school in conjunction with the language allocation policy, the TBE model at P.S. 206 is as follows:

In the 3rd/4th bridge bilingual general education class, there are six intermediate students and seven advanced students. The language allocation instruction percentages for the intermediate students are 50% in native language (Spanish) and 50% in English. Specifically, there are eight periods (360 minutes) a week in which intermediate students receive ESL instruction and 180 minutes a week spent in class using native language instruction in language arts and content area subjects. Typically, the daily schedule in math is instructed in the native language for 45 minutes with 15 minutes in English using ESL strategies and methodologies. Social Studies or Science is taught in the native language for 35 minutes with 10 minutes in English using ESL strategies and methodologies. Art and Music and Movement are taught in English using ESL strategies and methodologies for 45 minutes.

For the advanced students, the language allocation instruction percentages are 75% English and 25% in Spanish. All advanced students receive 4 periods a week (180 min.) in ESL instruction. They receive 4 periods a week (180 min.) in ELA and 4 periods a week (180 min.) of native language instruction in language arts. Typically, the daily schedule in math is instructed in English for 60 minutes with native language support as needed. Social studies and Science are instructed in the native language for 35 minutes daily with 10 minutes of English using ESL strategies and methodologies for support.

The bilingual class utilizes a differentiated approach (i.e. whole group, small group and individual instruction) based on the students' English, native language proficiency and academic achievement.

Native language and English language usage is aligned with SED, NLA and ESL Learning Standards. All level ELLs also receive ELA instruction aligned with SED ELA standards and the NYC Balanced Literacy approach. ESL instruction utilizes Total Physical Response strategies. Academic content is fully aligned with the CR Part 100 standards. After school Title III program in the native language support is offered to all ELL students. All ELL/Special needs students in the TBE program receive Tier I Academic Intervention supports in the native language. Tier II Academic intervention services in Literacy and Math are provided in English by Literacy and Math AIS teachers

The Free Standing ESL Program

The Free standing ESL Program is serviced by a fully certified ESL teacher who works with students in grades 3-5. The program is part push-in with specific vocabulary development and fluency strategies within the Reader's/Writers Workshop, Content Area instruction. The Free Standing ESL. The classes are heterogeneous groupings based on students' acquisition of English from the results of the LAB-R and NYSESAT exams as well as their grade level.

ESL instruction is provided based on Beginning, Intermediate and Advanced levels as determined by the LAB-R or NYSESAT.

- o Beginner: 360 minutes per week (8 periods a week)
- o Intermediate: 360 minutes per week (8 periods a week)
- o Advance: 180 minutes of ESL (4 periods a week) and 180 minutes (4 periods a week)of ELA per week; (Stagnant students who have remained advanced will receive targeted work through ESL push-in writer's workshop)

skills; Title III program with specific reading and/or writing activities; 37.5 minutes w/specific ELA writing instruction
ESL instruction is aligned with SED ESL learning standards. Academic content area is taught in the general education classroom using ESL strategies. ESL teacher provides push-in support during the social studies periods to support students. After school Title III program in the native language support is offered to all ELL students. All ELL/Special needs students in the ESL program receive Tier I Academic Intervention supports in the native language. Tier II Academic intervention services in Literacy and Math are provided in English by Literacy and Math AIS teachers

At PS 206 we have the Project Jump Start program in place to assist newly enrolled ELL/LEP students prior to the first day of school.

- In June prior to the new fall semester, Parents from the tandem school are invited to an orientation and school walkthrough of the school, in order to inform parents of incoming students in the Fall about the various programs offered at the school as well as expectations. A Video of school activities is shown and the Principal, Dean, Parent Coordinator divide groups of parents and tour the building. Staff are proficient in the major languages Spanish and Haitian Creole and translation is provided throughout the tour and discussions.

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.

Paste response to questions 1-3 here Professional Development

- Professional Development is comprehensive ongoing and focuses on the academic support needs of ELLs. The classroom environments and teaching practices demonstrate effective strategies for the teaching of balanced literacy, math and content area instruction.
- P.S. 206 has an ELL study group that meets weekly to ensure that the bilingual teachers as well as general education teachers address the linguistic development, academic achievement of the ELL students. They discuss current ELL research and the implication for instruction. A common text will be purchased for this purpose.
- The ELL NSS, Math coach and AIS teachers provide ongoing and comprehensive professional development support to bilingual teachers.
- The bilingual teachers as well as the ESL teacher attend the Teacher's College Reading and Writing Project Calendar Days
- Most of the general education teachers have completed the 7.5 hours of training in ESL methodologies and we are in the process of providing this training for all the new general education and special education teachers.
- All teachers both general and bilingual teachers are provided with common grade level meetings (twice a week) for professional development and curriculum planning in literacy, math, science and social studies
- All bilingual teachers as well as general education teachers are encouraged to participate in NYCDOE conferences and professional development to support linguistic and academic achievement for ELLs
- A curriculum committee of bilingual, ESL teachers and Bilingual SETSS will meet to articulate and plan for scaffold learning to meet the specific needs for ELL students
- The bilingual SETSS teacher will work with all teachers on ways to scaffold learning, differentiate instruction and how they can meet the specific needs of ELL students and ELL students with special needs

Transition Support

We also provide transition into middle school support. Our guidance counselor, social worker, assistant principal, and middle school articulation teacher provide support to ELL students as they transition from the elementary to the middle school setting. They assist students and parents with the application process and facilitate student and families' attendance at middle school fairs and visits to prospective schools. Our staff reviews prospective schools' student handbooks with students to give them adequate time and opportunity to familiarize themselves with middle school expectations and policies. Lunch time and after-school clubs provide small group forums for students to present their questions about middle school to visiting middle school representatives. A summer program for graduating students is established to provide needed academic and social support to prepare students for their transition to middle school. Evening events for students and their families provide social networking and information sharing opportunities among families, planning on attending particular schools.

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?

Paste response to questions 1-4 here The parent involvement at PS206 has grown over the past years. Parents are connected to the school through workshops, performances, PTA and parent meetings. In addition our CBO partnerships with: City Year's After School program, Dancing in the Classroom, Studio-In-A-School, Healthy Schools Healthy Families connect parents to the school and create a community between schools and parents.

At PS 206 we evaluate our parents' needs based on survey feedback, one-on-one conversations and our assessment from our students. We then take this information and facilitate workshops and other programming to meet our parents' needs.

- At P.S. 206 Parent Orientations are conducted for the parents of newly enrolled English Language Learners to provide them with the information about appropriate programs for their child based on the LAB-R assessment. There are opportunities for parents to observe classes, ask questions, view a video in their native language and meet with teachers regarding English language services available. These orientations are provided by the certified ESL teacher in collaboration with the Parent Coordinator and are conducted during the day as well as evening to accommodate work schedules.
- Parents are provided with informational materials to support them in making the appropriate decision for their child. Staff who can translate in the parent's home language is made available to meet with them.
- In the Fall, P.S. 206 bilingual teachers as well as the ESL teacher meet with parents to ensure that they are informed about the bilingual and ESL program requirements and expectations, the NYSESLAT assessment and Teacher' College Reading/ Writing assessments, Rigby (Spanish benchmarks) as well as the instructional standards.
- Parents are encouraged to meet with their child's teachers during parent conferences at least twice a year as well as at other times throughout the year about the child's progress. Translators are provided to parents when necessary.
- There are ongoing parent orientation sessions for newly enrolled ELL students.
- The P.S. 206 Parent Coordinator works closely with ELL parents by providing information from the DOE website and available on-site materials.
- Parental involvement activities include invitations to parents for writing/ publishing celebrations in the classrooms, parents as reading and math partners, workshops in literacy and math that will be provided monthly to support student learning at home, library trips so parents can read to their children in Spanish, invitations to multi-cultural events, Cinco de mayo celebrations, Studio-In-A-School literacy partners after school workshop, technology workshops to assist parents in navigating the online systems such as ACUITY to help support their children, information workshops on ELA and Math state test expectations. All sessions provide Spanish language translations.
- Adult ESL classes are also conducted in collaboration with our tandem school.

Part V: Assessment Analysis

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)				1	1	0								2
Intermediate(I)				14	3	1								18
Advanced (A)				1	11	7								19
Total	0	0	0	16	15	8	0	0	0	0	0	0	0	39

NYSESLAT Modality Analysis

Aggregate													
LISTENING/ SPEAKING	B					1	1	0					
	I					0	0	0					
	A					4	1	2					
	P					18	13	6					
READING/ WRITING	B					0	0	0					
	I					14	3	14					
	A					8	11	7					
	P					0	0	0					

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2	7	7	0	16
4	3	8	3	0	14
5	2	4	2	0	8
6					0
7					0
8					0
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	1		8		7	1	0		17
4	1		11		2		0		14
5	0	1	5		2	1	0		9
6									0
7									0
8									0
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	1		6		5		2		14
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies					
	Level 1	Level 2	Level 3	Level 4	Total

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	2	2	1		4		0		9
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				
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)	2	2	5	5				
Chinese Reading Test								

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

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

Paste response to questions 1-6 here Beginning with Sept-2008, our school has opted for Teacher's College Reading Record Assessments as part of our instructionally targeted assessment. The selection of this ITA choice exempts us from having to use the ECLAS and provides us with a more consistent assessment tool that aligns more appropriately with the progress measures used at our tandem school. The TCRWP assessments give us the ability analysis student work to target the specific skills of our ELLs in reading and writing. After analysis, teachers are able to conference and develop lesson plans to target the needs of individual students.

In addition, our staff is participating in inquiry teams. These teams identify groups of students and their needs based on data. These groups are then given targeted instruction and strategies. The student progress is then evaluated and used to drive instructional practices within the classroom.

The data patterns of the ELLs for the '10 NYSESLAT reveal that students are making progress as they progress in grade levels. In 3rd grade, the year students enter PS206, most of the ELL population is at the Intermediate level. This year, in 3rd grade, 14 students were at the Intermediate level. In 4th grade, ELLs have 3 students at the Intermediate level and in 5th grade, only 1 student is at the Individual level. In addition, the overall population of ELLs decreases at each grade level, revealing a trend for students to become proficient. This year, our population of Ells is 23 3rd graders, 15 4th graders and 8 5th graders.

An evaluation of the modalities reveals that our students' strengths are in listening and speaking and there is a need to focus on students' reading and writing skills. Students tend to be at the Advanced or Proficient level in listening and speaking. On the '10 NYSESLAT, 37 ELLs or 80% of our ELL population was Proficient in listening and speaking while 0% of the same population was Proficient in reading and writing and 57% scored at the Advanced level. Due to this discrepancy, the ESL teacher and the classroom teachers are increasing reading and writing instruction, conferencing and strategy groups.

ELL students are performing below grade level for the ELA and the Math tests. On the ELA 7 3rd graders, 8 4th graders and 4 5th graders scored at Level 2. On the Math test 8 3rd graders, 11 4th graders and 5 5th graders scored at Level 2. The instructional interventions this year will target the specific needs of students in both of these tests. Students who took the Math exam in their native language tended to score at grade level, 2 students scored at Level 3 who took this test in their NL. For the Science and Social Studies exam students' results in their NL varied.

The school leadership and teachers use the ELL Periodic Assessments to evaluate students strength and weaknesses as well as to prepare them for the NYSESLAT and ELA expectations and test structures. From this exam, the school has learned that student development needs to focus on reading and writing.

Native Language support is available in both the Bilingual Program and the ESL program. Instruction, instructional material and books are available in Spanish in the Bilingual program and are utilized based on students' language levels. In ESL books are available in the native languages in students' languages and are used to support native language literacy and comprehension. Student glossaries and assessments are also used for students during assessments.

A variety of assessment tools are used to evaluate the programs for ELLs. These include: parent feedback and participation, AMAO goals, ELA and Math results as well as the NYSESLAT.

attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste additional information here

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) 3-5 Number of Students to be Served: 45 LEP _____ Non-LEP _____

Number of Teachers 3 Other Staff (Specify) 0 _____

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.

PS 206, The Jose Celso Barbosa School is a 3-5th grade elementary school in the East Harlem section of Manhattan. The staff at PS 206M includes 1 certified ESL teacher and 4 certified bilingual teachers. The total student population at PS206 is 258 students. Among the 258 students at PS 206, 46 are English Language Learners (ELLs), 17.83% of the total student population. The home languages spoken by the ELLs include Arabic, Haitian Creole, French, Spanish and Wolof.

The target population for the supplemental literacy program will be for English Language Learners in the TBE in grades 3-4 as well as the ESL students in grades 3-5. This program will support student development in the four modalities of reading, writing, listening and speaking. The anticipated dates for the program are from November 2010 through May 2011, on Wednesday and Thursdays for 1.5 hours from 2:30-4:00 pm. There will be 3 teachers conducting classes for the beginners, intermediates and advanced level ELLs who will work for 3 hours weekly for 20 weeks at \$49.89 per hour (\$8,082.18).

Two of the three teachers in the program have a bilingual common branch license and the third teacher has an ESL license. A fourth teacher who will act as a substitute only in case of teacher absence is licensed as a common branch teacher with a bilingual extension as well.

After analyzing the NYSESLAT '10 results, the data shows that our ELLs need additional support in their reading and writing and continued development in their listening and speaking. In order to address these needs, the after school program will consist of multiple components: A Reader's Theater program, a writing program based in technology and interactive research and project program to develop listening and speaking.

In the past, PS206's after school program used the Reader's Theater, this program rehearses oral reading interpretation of a text before an audience with minimal staging and provides purposeful oral reading practice while building presentation skills. The program also builds fluency and comprehension by utilizing leveled text in a small group oral reading. This year the students will be reading the plays as well as writing and completing their own productions. The Reader's Theater program will: develop vocabulary, build writing skills, improve comprehension and listening and develop comprehension and listening skills.

This year, PS206 wanted to develop our ELLs literacy skills through multiple approaches and tapping into our students' varied interests. Our school currently uses video conferencing technology to communicate with schools around the city and the world. Our ELLs will participate in conferences after they have done research and created projects using the technology and information facilitated by the Apple iPad technology. Students will use the Apple iPads in small group sessions to do develop projects they would like to present to our community of learners. Students will use the iPads to do research and create presentations. These projects will develop critical thinking skills, develop students' listening and speaking skills through group work and allow students to build their reading and writing skills. To culminate, these projects will be presented to parents.

At PS206 we believe that parent involvement creates a stronger community of learners and strive to incorporate parents into all parts of their child's learning. Parents will be invited into the school to experience the video conferencing technology that their children are using and given resources to help support their child's learning.

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.

A study group for teachers will be held for teachers for one hour for ten weeks. These teachers will be given the pre-purchased text, English Language Learners Day by Day K-6: A Complete Guide to Literacy, Content-Area, and Language Instruction by Christina M. Celic. This study group will create a tool-kit of resources and teaching ideas to support ELL within the classroom.

In addition, a team which is compromised of 2 bilingual teachers, 1 ESL teacher, 1 Bilingual SETSS/IEP teacher, and 1 Bilingual Special Ed teacher will meet three days in January to analyze the data on ELLs and plan targeted strategies for meeting the needs of ELLs at PS206M. In addition, the team will meet to plan the implementation of the upcoming year's Title III Program and LAP Plan.

Section III. Title III Budget

School: PS206M BEDS Code: 310400010206

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	(\$8,082.18)	Per Session for 3 teachers x 3 hours per week x 18 weeks (54 hours) x \$49.89= 8,082.18
Purchased services - High quality staff and curriculum development contracts.	(0)	
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(\$6,580)	10 Apple iPads and apple care protection plans = \$6,580
Educational Software (Object Code 199)	(0)	
Travel		
Other	(\$337.82)	Supplies for presentations: poster paper, printing supplies (ink and

		paper) as well as for food for the parent involvement.
TOTAL	\$15,000	

SAMPLE STUDENT SCHEDULE 2010-11(ESL)

ESL Program Type: Free-Standing Push-in Pull-out
 Indicate Proficiency Level: Beginning Intermediate Advanced

School District: 04M

School Building: P.S.206

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:05 To:8:50	Writing	Writing	Writing	Writing ESL	Science ESL
2	From: 8:50 To:9:30	Reading	Reading	Movement	Math	Reading
3	From: 9:35 To:10:20	Reading	Reading	Reading	Social Studies	Reading
4	From: 10:20 To:11:05	Social Studies	Technology	Reading	Reading	PD
5	From: 11:05 To:12:00	Math	Prep	Math	Reading Workshop	Prep
6	From: 12:00 To:12:55	Math	Math ESL	Math ESL	Movement	Math
7	From: 12:55 To:1:40	L	U	N	C	H

8	From: 1:40 To: 2:25	Science	Social Studies	Social Studies	Math	Math
9	From: 2:25 To: 3:40	Extended Day	Extended Day			

SAMPLE STUDENT SCHEDULE 2010-11(Bilingual)

Bilingual Program Type: TBE Dual Language
 Indicate Proficiency Level: Beginning Intermediate Advanced

School District: 04

School Building: PS 206

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:05 To: 8:50	Social Studies-ESL	Social Studies-ESL	Science-ESL	Science-ESL	Science-ESL
2	From: 8:50 To: 9:35	Literacy – Nat Lang. Arts	Art (Spanish/English)	Literacy – Nat Lang. Arts	Literacy – Nat Lang. Arts	Literacy – Nat Lang. Arts
3	From: 9:35 To: 10:20	Literacy – Nat Lang. Arts				
4	From: 10:20 To: 11:05	Writers Workshop – Native Language	Literacy – Nat Lang. Arts	Writers Workshop – Native Language	Technology – Computers	Writers Workshop – Native Language
5	From: 11:05 To: 12:00	Math – Native Language	Writers Workshop – Native Language	Math – Native Language	Writers Workshop – Native Language	Math – Native Language
6	From: 12:00 To: 12:55	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
7	From: 12:55 To: 1:40	Science - ESL	Math – Native Language	Social Studies - ESL	Math – Native Language	Social Studies - ESL

8	From: 1:40 To: 2:25	Physical Education – Spanish/English	Science - ESL	Art – Spanish/English	Social Studies - ESL	Music – Spanish/English
9	From: 2:25 To: 3:40	Extended Day Social Studies-Native Language	Extended Day Science-Native Language	Subject (Specify) _____	Subject (Specify) _____	Subject (Specify) _____

SAMPLE STUDENT SCHEDULE 2010-11 (Bilingual)

Bilingual Program Type: TBE Dual Language
 Indicate Proficiency Level: Beginning Intermediate Advanced

School District: 04

School Building: PS 206

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:05 To: 8:50	Social Studies-ESL	Social Studies-ESL	Social Studies-ESL	Science-ESL	Science-ESL
2	From: 8:50 To: 9:35	Literacy – Native Lang. Arts	Art English	Literacy – Native Lang. Arts	Literacy – Native Lang. Arts	Literacy – Native Lang. Arts
3	From: 9:35 To: 10:20	Literacy – Native Lang. Arts				
4	From: 10:20 To: 11:05	Writers Workshop – Native Language	Literacy – Native Lang. Arts	Writers Workshop – Native Language	Technology – Computers English	Writers Workshop – Native Language
5	From: 11:05 To: 12:00	Math – Native Language	Writers Workshop – Native Language	Math – Native Language	Writers Workshop – Native Language	Math – Native Language
6	From: 12:00 To: 12:55	Lunch	Lunch	Lunch	Lunch	Lunch
7	From: 12:55 To: 1:40	Science - ESL	Math – Native Language	Science - ESL	Math – Native Language	Social Studies - ESL
8	From: 1:40 To: 2:25	Physical Education – English	Science - ESL	Art – English	Social Studies - ESL	Music English
9	From: 2:25 To: 3:40	Extended Day Math English	Extended Day Literacy English	_____	_____	_____

SAMPLE STUDENT SCHEDULE 2010-11 (Bilingual)

Bilingual Program Type: TBE Dual Language
 Indicate Proficiency Level: Beginning Intermediate Advanced

School District: 04

School Building: PS 206

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:05 To: 8:50	Social Studies English with support in Native Language, as needed	Social Studies English with support in Native Language, as needed	Social Studies English with support in Native Language, as needed	Science English with support in Native Language, as needed	Science English with support in Native Language, as needed
2	From: 8:50 To: 9:35	Literacy – Native Lang. Arts	Art English with support in Native Language, as needed	Literacy – Native Lang. Arts	Literacy – Native Lang. Arts	Literacy – Native Lang. Arts
3	From: 9:35 To: 10:20	Literacy –English Language Arts	Literacy – Native Lang. Arts	Literacy – English Language Arts	Literacy – English Language Arts	Literacy – English Language Arts
4	From: 10:20 To: 11:05	Writers Workshop – English Language Arts	Literacy – English Language Arts	Writers Workshop- English Language Arts	Technology – Computers English with support in Native Language, as needed	Writers Workshop – English Language Arts
5	From: 11:05 To: 12:00	Math English with support in Native Language, as needed	Writers Workshop – English Language Arts	Math English with support in Native Language, as needed	Writers Workshop – English Language Arts	Math English with support in Native Language, as needed
6	From: 12:00 To: 12:55	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
7	From: 12:55 To: 1:40	Science - ESL	Math English with support in Native Language , as needed	Science - ESL	Math English with support in Native Language, as needed	Social Studies - ESL
8	From: 1:40 To: 2:25	Physical Education English with support in Native Language, as needed	Science - ESL	Art English with support in Native Language, as needed	Social Studies - ESL	Music English with support in Native Language, as needed
9	From: 2:25 To: 3:40	Extended Day Literacy English with support in Native Language, as needed	Extended Day Math English with support in Native Language, as needed	_____	_____	_____

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor’s Regulations – for all schools

Grade	English	Spanish	French	French-Haitian Creole	Bengali	Chinese	Arabic	Wolof (African)	Total by Grade	Spanish Percent	English Percent
3	65	32	0	0	1	1	1	2	102	0.21%	0.64%
4	59	23	0	4	0	0	1	0	87	0.26%	0.68%
5	51	17	0	1	0	0	0	0	69	0.25%	0.74%
Language Total	175	72	0	5	1	1	2	2	258	0.28%	0.68%

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

Part A: Needs Assessment Findings

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

Parent and teacher survey is distributed each year to determine the specific language needs of the school community. All written communications to parents are sent in both English and Spanish. Entries for preferred language has been entered on ATS to indicate the language commonly used at home and for which all communications should be provided by the school. Home Language surveys and blue emergency cards indicate language spoken at home and preferred language as well.

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

The results of the survey are discussed at the School Leadership Team meetings. We realize that translators are needed for parent conferences, workshops, translating flyers, letters and academic activities to inform parents of the daily curriculum, special events and monthly newsletters. Learning Environment surveys indicated that parents mostly prefer to have communication via telephone calls. We have staff members such as: Dean, Parent Coordinator, Principal, teachers proficient in Spanish, French, Haitian Creole and Arabic who are available to speak via phone and/or in person to parents needing translation services. In addition, via the Title I parental Involvement allocation, the school will be purchasing a tele-communication system (SchoolMessenger) which provides

telephone communication in all major languages for notices, updates, attendance information, meeting announcements, school closings, etc. This will be in effect in 2010-2011. At present the chart below indicates the various languages in which parents prefer being communicated with:

Part B: Strategies and Activities

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

P.S. 206 will provide written translation to parents during registration periods, workshops, conferences and special events. Staff members proficient in the main languages other than English are available to provide oral translation services for parents when they come to speak to staff/administration regarding concerns and/or their student's academic/behavioral issues. The school has provided translation services in Spanish, Haitian Creole, French, Portuguese and Arabic. Document such as homework packets for students arriving from other countries have been translated for students and parents. When documents are coming from the DOE such as booklets, leaflets, Discipline Code, emergency cards, etc., we request a .25% of the booklets/handbooks/flyers to come in the various languages mentioned. We will also provide in-house translation for such documents as the Code of Behavior, Homework Policy and the Parent – Student Handbook. The secretary maintains records and sample documents that have been translated by staff members in accordance with per session hourly rates.

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.

Many staff members are available to provide translation for parents during registration, workshops, conferences and events. In –house translation will be provided by school staff. The parent coordinator, school aides, paraprofessionals and office staff are available to assist teachers during conferences with parents. Parent volunteers are also available to support parents in need of translation services. Both the IEP Team and the Principal can provide Spanish translation as well, if necessary.

In 2010-2011 the school would like to request that 1% of the title I parental Involvement funding goes towards purchasing audio equipment to enable parents to attend functions where a translator from the school could translate information using individual audio receivers.

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>.
- a. *Parents are provided with monthly calendars, flyers and letters in English and Spanish notifying them of school events in a timely manner.*
 - b. *Translations are provided at meetings, workshops, parent conferences and celebratory events.*
 - c. *All parents receive a Parent Student Handbook, Code of Behavior and Homework Policy booklets in either English or Spanish.*
 - d. *Our staff provides translated letters/memos to parents related to trips, curriculum topics and special events.*
 - e. *Parents of special education students and students being referred for services are afforded translation services as necessary.*
 - f. *Permission slips and consent forms are routinely translated into Spanish prior to distribution.*
 - g. *Posters and flyers translated in 6 languages are displayed throughout the school.*

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:	\$220,854	\$40,584	\$261,438
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$ 2,209	\$406	\$2,615
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$ 5,515	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$22,085	*	

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**.

PARENT INVOLVEMENT POLICY
JOSE CELSO BARBOSA
P.S.206

(Parent Involvement Policy was distributed on September 28th, 2010 during the Curriculum Parent Orientation Meeting. The students backpacked Parent Involvement Policy and School Parent Compact the on September 29th-30th for those parents who did not attend the Parent Orientation Meeting on September 28th. The document will be reissued again on November 10th, 2010 during parent/teacher conferences. Title I annual review is scheduled for November 20th, 2010. Title I parent representative was selected and Parent Association Council option was preferred and was recorded on the revised Parent Teacher Association bylaws. The Parent Title I Right to Know letters will be sent out on November 20th, 2010.

***In June 2010, Parent Involvement Policy and School-Parent Compact was distributed parents of newly entering grade 3 students during a second grade parent orientation meeting.*

P.S. 206 affirms that in order to support and strengthen the academic achievement of our students, we need to encourage and raise the level of parental involvement to achieve those goals. **P.S. 206 Jose Celso Barbosa** encourages involvement of parents through an active Learning Leaders Volunteer Program and an active Parent Association. Parents are encouraged to assist in such activities as: Classroom assistance, workshops, Parent Teacher Conferences and Parent Literacy & Math workshops. A calendar that includes activities of all of the school's leadership groups is to be created annually. Monthly calendars distributed to parents will focus in on important dates, activities and opportunities identified for each month.

In order to build an effective home-school partnership, **P.S. 206-Jose Celso Barbosa** will provide the following:

1. **P.S. 206** will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: A meeting will be convened for parents to explain the Title I Program and inform parents of their right to be involved. Meetings will be held during the day, evening, before and after school to accommodate parent involvement. Meetings will be held to involve parents in the planning, review and improvement of Title I/PCEN programs and participation in the school's planning and decision – making committee. The School Leadership Team, members of the Parent's Association and the Title I Parent Advisory Committee will meet to write the Parent Involvement Plan. Parent input will be sought using surveys, focus groups and parent meetings. Parents will be informed of all meetings via the school calendar, letters and flyers in English and Spanish. The Parent Involvement Plan will be used to guide activities throughout the school year and will be available for review by parents. The persons responsible for the development of the Parent Involvement Policy are the Principal, Assistant Principal, the Title I staff, the School Leadership Team and the Title I Parent Advisory Committee.
2. **P.S. 206** will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: The Principal will report to the School Leadership Team the assessment data from the annual School Report Card. Parent meetings will be held to outline the school's performance profile. The Principal, Assistant Principal and Parent Coordinator will meet with parents throughout the year to review and describe the curriculum, instructional program, services and the forms of assessment to be used to measure student progress and levels of proficiency. Copies of the Annual School Report Card and Progress Report will be

distributed to parents and parents will also be provided with the results of interim assessments and assistance in their interpretation. We will monitor the effectiveness of these actions via newsletters, Annual Report Card, conference forms, minutes from the SLT and parent meetings, progress reports, interim assessment results and report cards. Parents will be provided with opportunities for regular meetings to formulate suggestions, share experiences with other parents and participate in decisions relating to the education of their children.

3. **P.S. 206** will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: Parents will be provided with assistance in understanding N.Y.S. performance standards, Title I and Part A requirements, monitoring their child's progress, interpretation of assessment data, working with the instructional staff to improve their child's education, providing information on involving parents in the decision making process and ways to keep parents informed. Training will be provided in literacy, mathematics and test – taking strategies. We will seek to involve the entire school community to work together as equal partners; coordinate and implement parent programs and build ties with the school. The Principal, Assistant Principal, Parent Coordinator and Literacy and Math Coaches will meet with the Parent Advisory Committee to support the parents in planning effective parental involvement activities to improve student achievement.

4. **P.S. 206** will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs by: P.S. 206 is affiliated with the Healthy School and Healthy Families and City Year. We articulate with them on a regular basis to coordinate and integrate parental involvement where appropriate.

5. **P.S. 206** will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

At **P.S. 206** the Parent Involvement sub-committee involved with formulating this CEP disseminates a survey to all parents to measure the effectiveness of parental involvement and the improvement of activities involving parents. We will use the findings of the survey to revise and update parental involvement activities. Representatives of the Parent Advisory Committee, School Leadership Team, Parent Coordinator and the Parents' Association will meet with parents individually and in small groups to assess the effectiveness of our Parent Involvement Policy.

6. **P.S. 206** will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:

- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. The State’s academic content standards – P.S. 206 has an annual curriculum night to inform parents about N.Y.S. learning standards and the core curriculum.
 - ii. The State’s student academic achievement standards – Parents are provided with information regarding promotional policies and standards for grade level achievement.
 - iii. The State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child’s progress, and how to work with educators: - Parents will be offered workshops on all of the standardized exams used to assess students on each grade as well as information on applicable, mandated test accommodations. Teachers will meet with parents during Parent Teacher conferences, at requested conferences or by telephone. Progress reports and report cards are distributed annually in November, March and June. Daily homework is assigned, books are sent home daily for independent reading and homework packets are provided during school breaks.
- b. The school will provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: The Literacy Coach, Math Coach and Parent Coordinator hold curriculum workshops for parents in literacy and math. We strive to provide orientation in the Reading and Writing Workshop, the Everyday Math Program, the Wilson Program and social studies and science curricula by grade. At P.S. 206 we encourage parents to learn about classroom activities so they will gain a greater understanding of our academic standards. Informational materials about the various programs in the school will be distributed to parents.
- c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: The Parent Coordinator and Parent Association of P.S. 206 will develop workshops for school staff on strategies for working with and talking to parents.
- d. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: All written correspondence sent to parents is routinely translated into Spanish. Parents who need further assistance are encouraged to call or come into the school for verbal instruction. The Parent Coordinator is available to meet with parents as needed.

SCHOOL PARENT COMPACT

School Responsibilities

P.S. 206 Jose Celso Barbosa School will:

- provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
- Hold parent-teacher conferences (at least bi-annually in schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: November 10th, 2010 & March 15th, 2011

Parent teacher conferences are held twice annually.

- Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

Student report cards are distributed 3 times a year and promotion in doubt is indicated on the report card. Promotion in doubt letters are sent home during the second marking period.

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

Teachers are available for parents at two parent teacher conferences each year. Teachers are also available to meet with parents during professional time on a daily basis with an appointment.

- provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

The PTA hosts a number of events each year that allow parents the opportunity to be involved directly in school activities.

Parent Responsibilities

- We, as parents, will support our children's learning in the following ways:
- Supporting my child's learning by making education a priority in our home
- Making sure my child is on time and prepared everyday for school;
- Monitoring attendance;

- Talking with my child about his/her school activities everyday;
- Scheduling daily homework time;
- Providing an environment conducive for study
- Monitoring the amount of television my children watch;
- participating, as appropriate, in decisions relating to my children's education;
- promoting positive use of my child's extracurricular time;
- participating in school activities on a regular basis;
- staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district received by my child or by mail and responding, as appropriate;
- reading together with my child every day;
- providing my child with a library card;
- communicating positive values and character traits, such as respect, hard work and responsibility;
- respecting the cultural differences of others;
- helping my child accept consequences for negative behavior;
- being aware of and following the rules and regulations of the school and district;
- supporting the school discipline policy which aligns with the Citywide Standards of Discipline and Intervention Measures
- express high expectations and offer praise and encouragement or achievement;

PART II OPTIONAL ADDITIONAL PROVISIONS

STUDENT RESPONSIBILITIES

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

(Describe the ways in which students will support their academic achievement, such as ☺)

- *come to school ready to do our best and be the best;*
- *come to school with all the necessary tools of learning-pens, pencils, books, etc.*
- *listen and follow directions;*
- *participate in class discussions and activities;*
- *be honest and respect the rights of others;*
- *follow the school's/class' rules of conduct;*
- *follow the school's dress code;*
- *ask for help when we don't understand;*
- *do our homework every day and ask for help when we need to;*
- *study for test and assignments;*
- *read at least 30 minutes every day outside of school time;*

- *read at home with our parents;*
- *get adequate rest every night;*
- *use the library to get information and to find books that we enjoy reading;*
- *give to our parents or to the adult who is responsible for our welfare, all notices and information we receive at school every day.)*

P.S. 206 Jose Celso Barbosa will:

- involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way
- involve parents in the joint development of any school-wide program plan, in an organized, ongoing, and timely way;
- 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 convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I Part A programs and will encourage them to attend;
- provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and to the extent practical, in a language that parents can understand;
- provide parents of participating children 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.
- at 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;
- provide to parents an individual student report about the performance of their child on the State assessment in English language arts and mathematics; and
- 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 Regulation (67 Fed. Reg. 71710, December 2, 2002).

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.

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.

Please refer to PART IV: Needs Assessments highlight of our school’s strengths, accomplishments, and challenges. (Page-12)

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- 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.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o 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.
 - o Are consistent with and are designed to implement State and local improvement, if any.

Please refer to Section PART V: Annual Goals (pages 13-14)

- 3. Instruction by highly qualified staff.

The teachers at P.S. 206 are certified and are provided with intensive, on-going high quality professional development. We have a full time literacy and math coach and a staff developer from Teacher's College Reading/Writing Project provides professional development to all instructional staff.

- 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.

High quality professional development has and will continue to be presented in our school. Professional development is developed as a result of a faculty needs assessment to determine areas of need as well as from an analysis of student data/assessments to determine areas of strength and weakness. Professional development is aligned with N.Y.S. and N.Y.C. standards and the core curriculum. Strategies such as modeling in the classrooms by the literacy and math coaches, inter-class visitations (so teachers can learn from one another), study groups and lab sites for literacy training are provided by the Teacher's College staff developer (19 days yearlong), Network workshops and turn keying at grade conferences and workshops, grade level meetings for reading and math, study groups for staff in literacy, attending calendar days at Teacher's College for the Reading and Writing Workshop, workshops for ESL and bilingual teachers at Teacher's College and Network mentoring and peer mentoring from Hunter College are also available to support new teachers. Teacher leaders and Literacy & Math coaches also provide mentoring and workshops for the instructional staff.

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

The N.Y.C. Department of Education posts and disseminates information about job openings and interviews. High quality professional development is offered to teachers. Teachers are recommended to our school from Hunter College, Teacher's College and by word of mouth from current staff members. Teachers are provided with coaching, modeling and mentoring as well as abundant materials and supplies. We attempt to select new staff members whose personal educational philosophies align with our school's mission and vision and who have a working knowledge of the Teachers College Reading and Writing Project in order to facilitate instruction on all grade levels.

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

A Parent Survey to ascertain the needs and interests of parents/guardians and the community was disseminated to parents at the Parent Teacher Conferences. The results of the survey were tallied and discussed with the School Leadership Team and a plan was developed to involve parents in a variety of school activities (class parents, trip chaperones, inclusion at monthly publishing parties, poetry celebrations, workshops geared to the interests of parents, involvement with power walks with the Healthy Schools, Healthy Families Program, attendance at special assemblies, art exhibitions and events, books are provided to read with their child(ren) and multi-cultural celebrations throughout the year. In addition, we consulted with the school leadership team to discuss the results of the 2009-10 learning environment surveys which scores are included in the yearly Progress Report. We targeted areas, which parents had identified as important to them in improving parental involvement. We have set plans in the area of communication and academic expectations to address the systems we have in place on how to best communicate to parents (phone calls, newsletters, online systems, and letters.) We provide workshops in math, literacy, and exam information/preparation to assist parents in helping their children at home. Special workshops are provided for parents of special needs children and ELL students. Parents participate on the School Leadership Team and raffles and prizes are given out to students and families to attract parents into the school. In 2010-11 school year the Data Specialist, with the assistance of the Parent Coordinator, conducted an ARIS Workshop for parent to become informed of their child's literacy skills and how to support them at home. In addition, the literacy coach will offer workshops on the basics of reading levels and how to interpret and understand the systems we use to assess their children in reading. We also offer parents technical support in navigating the online assessments systems to inform them of their student's progress.

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.

P.S. 206 serves only grades 3 – 5 at present.

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.

Teachers are included in decisions regarding the use of academic assessments. Student achievement is monitored on a monthly basis using a variety of assessments. Based on these assessments, students identified as "at risk" are provided with Academic Intervention Services through extended day programs, differentiated and small group instruction. Monthly benchmarks are reviewed and adjustments are made based on the amount of student progress. Special education services/programs are available on all grade levels for those children in need of additional academic and/or behavioral assistance.

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.

Service Providers who provide mandated and at-risk services in reading and mathematics, provide a pull out and push in model for small groups of children in need. We have reduced class size in grades 3 and 4 and our self – contained special education class has an instructional paraprofessional assisting in the classroom. We have a 120-minute literacy block daily with an additional 45-minute period for writing daily, as well as a 2 period math block daily. Differentiated instruction is provided in all classrooms and students in need of enrichment in literacy and math are provided with assistance. We have a pull out SETSS Program both in monolingual and bilingual. Wilson strategies are also utilized in the special education classes and in the SETSS Program as well. We provide additional assistance to students in the mandated 37.5 minute extended day and also have an additional Extended Day Program and after school program for grades 3- 5 students in need of additional help. During the summer mandated and at-risk students are invited to attend the Summer Success Academy for grades 3 and 5, an intensive learning program for Level 1 and low Level 2 students in addition to the Traditional Summer School Program for low achieving grade 4 students.

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.

The School Leadership Team includes parents, teachers and administrators and ensures the coordination of programs and services to children. Title I services are integrated with Title II professional development initiatives, bilingual programs (Title III), special education initiatives and services students living in temporary housing. Our programs encourage and support the attainment of high standards for all children.

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" ¹ 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 ² 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			\$185,517	X	18-27, 32-33
Title I, Part A (ARRA)	Federal	X			\$ 40,178	X	18-27, 32-33
Title II, Part A	Federal	X			\$116,619	X	18-27, 32-33
Title III, Part A	Federal	X			N/A	X	18-27, 51-54
Title IV	Federal	X			N/A	X	32-33
IDEA	Federal	X			\$52,132	X	18-27, 32-33
Tax Levy	Local	X			\$3,461,016	X	18-27,50-53

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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.

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:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title 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.

2. Ensure that planning for students served under this program is incorporated into existing school planning.
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:
 - 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;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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: _____ **SURR³ Phase/Group (If applicable):** _____

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.

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: _____

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.

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

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>

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.)

At present we show that there are four students in temporary housing as verified in the ATS system. Of these four students, two are living in shelters and two are "doubled-up" (living with relatives).

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

With students who have been identified as living in temporary housing, we have provide supplies (backpacks, notebooks, pencils, etc.), uniform attire and metro cards to enable them to come to school and participate in every activity that is provided for all students. This includes after school programs and activities for the students as well as the family utilizing Title I funds.

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).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

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.

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

School Name:	P.S. 206 Jose Celso Barbosa					
District:	4	DBN:	04M206	School		310400010206

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<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	0	0	0		92.2	93.7	94.0
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	76	85	102	Student Stability - % of Enrollment:			
Grade 4	76	76	87	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 5	101	66	69		95.8	93.7	95.1
Grade 6	0	0	0				
Grade 7	0	0	0	Poverty Rate - % of Enrollment:			
Grade 8	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 9	0	0	0		88.0	94.3	94.3
Grade 10	0	0	0				
Grade 11	0	0	0	Students in Temporary Housing - Total Number:			
Grade 12	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Ungraded	0	0	0		4	2	2
Total	253	227	258	Recent Immigrants - Total Number:			
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					0	3	3

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<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	18	5	8	Principal Suspensions	2	1	2
# in Collaborative Team Teaching (CTT) Classes	18	14	39	Superintendent Suspensions	0	2	2
Number all others	36	39	31				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<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	17	15	TBD				
# in Dual Lang. Programs	0	0	TBD				
# receiving ESL services only	25	25	TBD	Number of Teachers	27	29	28
# ELLs with IEPs	2	9	TBD	Number of Administrators and Other Professionals	8	8	6

These students are included in the General and Special Education enrollment information above.

Number of Educational Paraprofessionals	2	2	1
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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	100.0	100.0
				% more than 2 years teaching in this school	92.6	72.4	71.4
				% more than 5 years teaching anywhere	77.8	65.5	75.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	89.0	97.0	92.9
American Indian or Alaska Native	0.8	0.4	0.0	% core classes taught by "highly qualified" teachers	100.0	100.0	100.0
Black or African American	30.0	32.6	32.9				
Hispanic or Latino	65.6	61.7	60.1				
Asian or Native Hawaiian/Other Pacific	2.4	2.2	1.6				
White	1.2	2.6	5.4				
Male	56.9	56.4	52.7				
Female	43.1	43.6	47.3				

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

SURR School (Yes/No)		If yes,					
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Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	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
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native	-	-	-				
Black or African American	v	v	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White							
Multiracial							
Students with Disabilities	v	v	-				
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
Student groups making	6	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					NR
Overall Score:	34.4	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	8	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	6.9	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	19						
<i>(Comprises 60% of the</i>							
Additional Credit:	0.5						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
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