



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: **THE BENSON ELEMENTARY**

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): **20K200**

PRINCIPAL: **JAVIER MUÑIZ** EMAIL: **JMUNIZ@SCHOOLS.NYC.GOV**

SUPERINTENDENT: **KARINA COSTANTINO**

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Javier Muñiz	*Principal or Designee	
Sheila Fishbane	*UFT Chapter Leader or Designee	
Donna Salerno	*PA/PTA President or Designated Co-President	
Stacy Battista	SLT Chairperson	
N/A	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
N/A	CBO Representative, if applicable	
Karen Brusca	Member/teacher	
Elisa Flanders	Member/teacher	
Christine Perez	Member/ Teacher	
Eddie Pizzaro	Member/ Parent	
Nosheen Khurram	Member/Parent	
Justine Kirshey	Member/Parent	
Monica Farinacci	Member/Parent	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

By June 2012, our school's new RTI strategies, will increase the proficiency level of K – 2 at-risk students, to the 50% percentile or higher, in the “word-count per minute” component, as measured by Reading Fluency Progress Monitor.

Comprehensive needs assessment

According to the 2010-2011 Quality Review: P.S. 200 is “Well-Developed” in the following areas which impact student performance trends: Collecting, analyzing and using a wide range of data to understand and meet the needs of the students. P.S. 200 continues to be “Well Developed” in using a rigorous curriculum, teaching organizational decision making to engage students and faculty in meeting all student learning goals.

- After conducting a two year trend analysis of academically at risk students in grades K-2 we have determined an increase in the number of academically at risk students in first and second grade. In addition we have noticed an increase in the number of level 2 students as measured by the ELA standardized testing.

Instructional strategies/activities

- A research-based commitment to *Comprehensive School Reform* (CSR) that will improve instruction school wide for all learners, including English Language Learners (ELLs) & Special Education Learners
- Enlist assistance from network 609 to plan professional development for staff on techniques of differentiating instruction for Special Needs students and ELLs
- Improving tier 1 and tier 2 interventions strategies
- Share successful RTI strategies with regular classroom teachers.
- Creating a RTI Steering Committee
- Create a booklet to support the implementation of RTI strategies in the classroom.
- Teachers College Inclusive Classroom Project 2011-12 training for the IEP teacher
- Creating a Supportive, Cooperative Environment with High Expectations

- Monthly progress report on Tier 1 and 2 students.

- Monthly progress indicator on LRE

- Plan for differentiation of instruction during the 37.5 minutes, after school programs and AIS services.

- Teachers will receive training on the use of ARIS and Acuity according to their technology goal survey.

- Provided differentiated PD on better understanding of the IEP as a tool to improve instructional planning.

- Teacher workshops on language acquisition for ELLs that will lead to better planning and lesson development.
- Parent workshops to support ELL students at home
- Workshops for parents in English Language development
- Staff will be trained in use of ARIS, Acuity and Scantron in order to access current data and as a means of differentiating instruction
- Grade team planning of curriculum maps that provide coherent lessons that are scaffolded for our lowest third to allow them to have access to the rigorous tasks.
- Saturday academy for level one and two students in grades 3-5

Strategies to increase parental involvement

- Parents of the academically at risk students will be informed of their child progress on a monthly basis.
- Parent letters go out in the home languages
- AIS teacher will conduct parent workshop explaining out Response to Intervention program.

Strategies for attracting Highly Qualified Teachers (HQT) Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

- High quality, effective, respectful and caring *leadership*.
- Ongoing *professional development* in all content areas that prioritize *differentiated instruction* to include all learners and address their diverse learning styles.
- The many high quality instructional programs offered in the core curricula
- Students and teachers engaged in active learning
- A collective *shared vision, mission and set of beliefs held by all stakeholders*
- A *culturally-responsive, caring, safe and respectful learning environment*

All of these qualities and more comprise a learning institution that is committed to excellence, lifelong learning, student achievement and sending forth tomorrow's responsible citizens that will make a positive difference in this technologically advanced world.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Hired an F status at risk teacher
Programmed Monthly RTI Steering Committee meetings
Provided resources to plan and deliver PD in RTI

Budget and resources alignment

As a Title 1 school wide Program school, Conceptual Consolidation will allow us to combine Federal and Local Funds such as Fair Student Funding (TL), Title 1 funds, Title 111.
C4E, Tax Levy, Title 1, IDEA

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

By June 2012, 100% of classroom teachers will be exposed to frameworks that improve teacher effectiveness by developing a shared understanding of instructional excellence through short, frequent classroom visits whereby actionable feedback is provided in conjunction with a research-based rubric. Student progress is measured by pre and post-assessments.

Comprehensive needs assessment

As we reflect on our units of study and the work done around the infusion of CCLS in our Curriculum Map we find the need to revise them to better meet the needs of our students. Teachers continue to deepen their understanding of UBD (Understanding by Design) as a framework for thinking and planning their units of study. Teachers also need to further explore and embrace the elements that define best practices in teaching and learning. The supervisors will provide frequent supportive feedback to help teacher improve his/ her practices.

Instructional strategies/activities

- Classroom teachers want to grow as professionals and constantly improve their craft.
- Supervisors created a comprehensive Professional Development Plan for the year, which includes the revision of curriculum maps to include rigorous tasks that are aligned with the CCLS.
- Cabinet walkthroughs will occur at the beginning of each month. We will use a standard based framework as a lens for our walkthroughs and provide timely feedback to teachers via email.
- Our network liaison will facilitate grade team meetings for our teachers once a month, as teachers develop a deeper understanding at looking at student work.
- We will be observing that the Learning activities are highly suitable to diverse learners and support the instructional outcomes. They are all designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners.

- The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs. The progression of activities is highly coherent.
- Instructional groups are varied as appropriate to the students and the different instructional outcomes. There is evidence of student choice in selecting the different patterns of instructional groups.
- Using PD 360 to provide teachers with meaningful feedback on teacher competencies; Planning and preparation, The Classroom Environment Instruction, Professional Responsibilities.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Parents will receive monthly goal folders outlining the students progress in Reading, Writing and Math

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
 - High quality, effective, respectful and caring *leadership*.
 - Ongoing *professional development* in all content areas that prioritize *differentiated instruction* to include all learners and address their diverse learning styles.
 - The many high quality instructional programs offered in the core curricula
 - Students and teachers engaged in active learning
 - A collective *shared vision, mission and set of beliefs held by all stakeholders*
 - A *culturally-responsive, caring, safe and respectful learning environment*

All of these qualities and more comprise a learning institution that is committed to excellence, lifelong learning, student achievement and sending forth tomorrow's responsible citizens that will make a positive difference in this technologically advanced world.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Integration of hardware and software to support our frequent visits to the classrooms.

PD 360 which will provide teachers with videos to model best practices.

Creation of new rubrics for classroom visits

Rubrics are shared with the staff via email prior to the beginning of the new unit in order to set clear expectations.

Professional development and classroom support

Planned inter-visitations to share best practices.

Budget and resources alignment•

As a Title 1 school wide Program school, Conceptual Consolidation will allow us to combine Federal and Local Funds such as Fair Student Funding (TL), Title 1 funds, Title 111.

Tax Levy, C4E, Title 1

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

By June 2012, the writing performance of our English Language Learners in K-5 will increase by 5 % as measured by the writing component of the NYSESLAT and pre and post unit assessments based on CCLS standardized writing rubrics.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

According to the 2010-2011 Progress Report: P.S. 200 received an “A” grade. P.S. 200 received credit for exemplary proficiency gains in Mathematics for our English Language Learners. This is the third year of implementing a push-in model with academic support programs in the form of an after school program for advance ELLS and a Saturdays Academy for the Beginners and intermediates. This model has yielded positive results allowing us to gain credit in our progress report. With the exception of adding a native language component and a self contained class in the 4th grade, there were no substantial changes to the program this year.

Instructional strategies/activities

- Continued Push- In Model in most classes
- Specific standard based rubrics for each genre
- a self contained ESL class in 4th grade
- ESL Lab site that promotes looking at academic language and tiered vocabulary
- Dual Language classes in K-5
- strategic Pull-Out of 5th grade advance class
- Additional Targeted ESL classes during Extended Time.
- inclusion of the self contained ELL class in SEM
- After school program for advanced ELLs
- Saturday Academy for beginning and intermediate ELL students
- Professional development provided to dual language teachers to incorporate theater and puppetry for all DL classes
- We will enlist the support of our Network 609 specialist who will provide workshops on use of application programs that will enhance teacher instructional practice.
- Teachers will analyze student work to improve their practice with a focus on writing
- purchase of high interests non-fiction texts for ELL students
- Teacher volunteers will turn-key their expertise for colleagues during Lunch and Learns
- Teachers will receive professional development on how to scaffold instruction by using the interactive white boards in their classroom
- Teachers will train students in use of interactive strategies on the Smart Board as they work in cooperative learning groups.

- Supplemental native language instruction.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- ESL classes for parents twice a week
- Parents are invited to culminating activities and presentations
- Writing Celebrations

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
 - High quality, effective, respectful and caring *leadership*.
 - Ongoing *professional development* in all content areas that prioritize *differentiated instruction* to include all learners and address their diverse learning styles.
 - The many high quality instructional programs offered in the core curricula
 - Students and teachers engaged in active learning
 - A collective *shared vision, mission and set of beliefs held by all stakeholders*
 - A *culturally-responsive, caring, safe and respectful learning environment*
- Dual language teachers are taking advantage of title 1 set-asides to complete their requirements for highly qualified.

All of these qualities and more comprise a learning institution that is committed to excellence, lifelong learning, student achievement and sending forth tomorrow's responsible citizens that will make a positive difference in this technologically advanced world.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

One of the AP's has the role of Dual language Coordinator and provides direct support to the Dual language teachers. Working closely with Shadow Box theater to provide students the opportunity of language acquisition through role playing and validating their L1.

Budget and resources alignment

As a Title 1 school wide Program school, Conceptual Consolidation will allow us to combine Federal and Local Funds such as Fair Student Funding (TL), Title 1 funds, Title 111.

Tax Levy, Title 1, Dual Language Grant , Title 3, immigrant grant

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

By June 2012, there will be a 5% increase in the total number of very satisfied parents in the communication section of the school survey for 2012.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

According to the 2010-11 School survey we noticed that there was an increase in parent and teacher participation as compared to the previous year. However, only a 45 percent of the parents indicated "Very Satisfied" in the communications component of the School Environment Survey.

Instructional strategies/activities

- Unified writing rubrics will be sent home at the beginning of each writing unit to strengthen parent's understanding of school's academic expectations
- Parent coordinator will send a monthly School calendar
- School website will be updated monthly to reflect major current events
- Selection of grade level leader to support collaboration amongst the teachers and hold one another accountable for student performance across the grade.
- Alternative teacher assessment to build teacher capacity.(Teacher Performance Review)
- Weekly common prep for each grade
- Provide access to technology lab during the school day for teachers to analyze performance data and do other research with the assistance of one of the 2 technology teachers.
- The grade teams will work to increase rigor of performance tasks aligned to the common core standards in literacy and math.
- Parent meeting to give overview of testing expectations.
- Increase in use of our automated phone system (school messenger) to call parents in their language of choice.
- Parent ESL classes provided twice a week.

- Parent ARIS workshops provided by the Parent Coordinator.
- Fair Housing Workshop sponsored by the PTA.
- Internet Safety Meeting provided by the AP and guidance counselor
- Parent invited to shows and presentations
- Communications sent in the home language
- Increase use of translation service
- Hire translators for the parent teacher conferences
- Classroom websites.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Use of school messenger
- Letters sent home are translated in the 5 mayor languages
- Calls home are translated into the home's preferred language.
- Outreach the parent coordinator
- New student walkthrough of the building.
- Parental participation in shows and student presentations
- Parent participation in writing publishing celebrations

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - Annual Dance Festival, Evening of Art, School wide concerts, events and presentations,
 - Classroom events and presentations,
 - Annual Olympiad,
 - PTA and Parent Coordinator Meetings,
 - Learning Leaders (Volunteer corps of trained parent tutors),

- New Parent Walkthrough, Parent Welcoming Committee, Parent Mentoring,
- PTA Holiday Boutique and Book Fair, Parent-Teacher Conferences, Curriculum Conferences,
- Annual ESL Orientation Meeting,
- Title I Parent Programs, Title III Parent Programs,
- Art Studio Volunteer
- Family Literacy Night, Monthly Website Updates, Parent Email,
- Student Messenger Phone System.
- P.S. 200's Parent Coordinator conducts outreach to engage parents and community members and is a joint collaborator in creating, developing and distributing a school directory for parents.
- Parent Coordinator is available for parents 24/7 due to a N.Y.D. D.O.E. for-use-only cell phone.

Budget and resources alignment

As a Title 1 school wide Program school, Conceptual Consolidation will allow us to combine Federal and Local Funds such as Fair Student Funding (TL), Title 1 funds, Title 111.

Title 1 parent involvement set aside, title iii, C4E, Fair student funding.

ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

By June 2012, 90% of K-5 teachers will continue to increase the amount of differentiated instructional strategies, including technology, used in their classroom practice. This will be measured by grade meeting's agenda and minutes, Common Planning time, Teacher team Curriculum Mapping, inter-visitations, walkthroughs and observations.

Comprehensive needs assessment

Walkthroughs, observations and teacher conversations have indicated a need to deepen the understanding of differentiation in meeting the needs of all students.

Instructional strategies/activities

- The basics of differentiation begin with understanding the “what” and “why” of differentiation.
- Create opportunities to succeed and build an atmosphere of collaboration and trust
- Network 609 support
- Lunch and learns on UBD
- TPR
- Teachers facilitate peer collaboration and students develop real world skills. In an inquiry-based learning environment, the teacher becomes the facilitator, rather than a lecturer.
- Using a curriculum that is informed by the Common Core Standards, teachers help students create and reach mastery goals.

Students assume responsibility for their learning in standards-based classrooms. This learning is active and hands-on. Specifically, students assume the following responsibilities:

- Assume responsibility for goal-setting and proficiency communicate their progress to teachers
- Work with the teacher to demonstrate mastery of their learning goals

The teachers in these classrooms assume the following responsibilities work with students to create learning goals

- Work with students to create a common classroom vision
- Group students by instructional level
- Help the students establish the pieces of evidence that will demonstrate their learning proficiency
- Approve progression based on mastery of content
- Act as facilitators
- Conference with students, on a regular basis, about their progress
- Benchmarks students on their learning at least four times a year

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
 - High quality, effective, respectful and caring leadership.
 - Ongoing professional development in all content areas that prioritize differentiated instruction to include all learners and address their diverse learning styles.
 - The many high quality instructional programs offered in the core curricula
 - Students and teachers engaged in active learning
 - A collective shared vision, mission and set of beliefs held by all stakeholders
 - A culturally-responsive, caring, safe and respectful learning environment
- Dual language teachers are taking advantage of title 1 set asides to complete their requirements for highly qualified.

All of these qualities and more comprise a learning institution that is committed to excellence, lifelong learning, student achievement and sending forth tomorrow's responsible citizens that will make a positive difference in this technologically advanced world.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- *The Assistant Principal, who is a former Technology Teacher at P.S. 200, will ensure that P.S. 200 continue to expand minds by expanding the use of technology. He will once again arrange for Technology Specialists to train our teachers, ensure maintenance of technology equipment, and assist the Teacher in the Computer Lab and the Grade 5 Teacher who is also computer-literate to turnkey PD in technology. Wireless desktop computers will continue to be in every classroom and wireless laptops will be available and scheduled for every classroom.*
- *2 Technology teachers to train our teachers, ensure maintenance of technology equipment, and turnkey PD in technology.*

Budget and resources alignment

As a Title 1 school wide Program school, Conceptual Consolidation will allow us to combine Federal and Local Funds such as Fair Student Funding (TL), Title 1 funds, Title 111.

Tax Levy, Title 1, C4E, RESO A grants

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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	1	0	N/A	N/A	0	0	0	0
1	25	0	N/A	N/A	5	0	0	0
2	10	0	N/A	N/A	2	0	0	0
3	45	45	N/A	N/A	3	0	0	0
4	58	58	0	0	1	0	0	0
5	47	47	0	0	3	0	0	0
6								
7								
8								
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<p>*Wilson is done in small group during the school day. *Foundations is provided for K-2 in a large group during the school day. *Great Leaps is provided in a small group during the day. *National Geographic Reading and Writing Workshop is provided in a small group afterschool and on Saturday. *National Geographic Language, Literacy and Vocabulary is provided in a small group during afterschool and Saturday. *Readinga-z.com and Writing a-z.com is provided in a small group during the school day. *LLI-Leveled Literacy Intervention K-2 is provided during the day in a small group.</p>
Mathematics	<p>Perfective Learning is provided in a small group during afterschool and on Saturday. 90-Min. Math Block,</p>
Science	
Social Studies	
At-risk Services provided by the Guidance Counselor	<ul style="list-style-type: none"> • Conferences with Parents before the school day begins; • Conferences with students and with groups of students; Conferences with Teachers; Conferences with Parents; Conferences with Administration
At-risk Services provided by the School Psychologist	

At-risk Services provided by the Social Worker	
At-risk Health-related Services	

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

In developing the PS 200's Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Jose Ruiz/ Deborah VanNostrand	District 20	Borough Brooklyn	School Number 200
School Name Benson Elementary			

B. Language Allocation Policy Team Composition [?](#)

Principal Javier Muñiz	Assistant Principal Keefe Vallaro
Coach type here	Coach type here
ESL Teacher Sheila Fishbane	Guidance Counselor Faith Gentles
Teacher/Subject Area Christine Perez/ESL	Parent Donna Salerno
Teacher/Subject Area type here	Parent Coordinator Lucy Lamothe
Related Service Provider type here	Other type here
Network Leader	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	8	Number of certified bilingual teachers	6	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	1
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	1		

D. School Demographics

Total number of students in school	1352	Total Number of ELLs	228	ELLs as share of total student population (%)	16.86%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

1. At P.S. 200, upon registration every parent is given the Home Language Identification Survey (HLIS) in his native language. These surveys are written in various languages such as Russian, Chinese, Spanish, Urdu, Albanian, Arabic, Korean, Polish among others. As part of the initial screening a pedagogue explains this HLIS form and is assisted by members of our school community, who are fluent in various native languages, for translation purposes, when necessary. After the parent completes the form a pedagogue (ESL teacher) screens the HLIS and conducts an informal oral interview with the parent and child in English to determine if the child is eligible to take the LAB-R. The LAB-R will be administered within the first ten days of the child's admittance. Mrs Fishbane, Mrs. Perez , Ms Mayerhoff, Mrs. Hernandez and Mrs. Fernandez , whom are ESL licenced teachers will fill the OTELE code based on the information that the patrents provided. Then they look at the RLER for LAB-R and create lists of students that are eligible to be tested with LAB-R. For children that were transferred from other public schools we look at RLAT and their test history to find out their previous LAB-R or NYSESLAT scores. The administrators and the ESL teachers analyze the trends in the NYSESLAT scoring to help determine the best approaches for assisting our ELLs during the school year. Studeent identified as eligible for testing that have an OTELE code of Spanish are LAB-R Tested by an ESL teacher that is Bilingual English/ Spanish .

2. We have two parent orientations within the first ten days of school. One is held in the morning and the other in the evening. Parents of all new admits are invited to the meetings. We send letters home in the parents home language. At both sessions we show a video in the various languages of our parents that explains the three choices. The three choices are Transitional Bilingual Education, Dual Language and Freestanding ESL. Translators are available at both meetings to help parents fully understand the programs and the choices they make. When we are sure the choices are clear we distribute the form and ask for their timely return. follow up phone calls and back pack letters are sent to follow with parents that did not attend or returned the forms . P.S. 200 wants to make new parents feel part of the school community so we also invite PTA members to these meetings.

3. Mrs. Fishbane who is our LAP coodinator/ESL teacher ensures that parents return the Program Selection Forms in a timely fashion and if they are not received the ESL teacher calls the parents to discuss the selection over the phone. If necessary teachers meet with parents after school to assure that these forms are returned. If the form is still not returned we document this and use the default program for ELLs, which is TBE as per CR Part 154. After the initial LAB-R testing has concluded and the NYSESLAT scores are reviewed, teachers meet with the administration and present a roster of all eligible ELLs. Mrs Fishbane also ensures that new entitlement, continued-entitlement and non-entitlement letters are completed in the appropriate languages and backbaked for students bring home send home

4. After reviewing the Program Selection forms we place children in the appropriate classes based on parental choice. The program models in our school are always aligned with parent requests. For the students who are admitted throughout the year we make sure the parents are fully aware of all information that was imparted at the orientations so that their parents can make their choices. When we determine which program the child should be placed in, parents are notified via a placement letter. in the appropriate language. A copy of the Placement Letters are kept in a secured file in the school library

5. After reviewing the Parents Survey and Program Selection forms for the past few years we have noticed a majority of the parents choose a Freestanding ESL program. However, within the last three years there has been a movement toward the Dual Language model. For example, in the 2010-2011 school year our Russian Dual Language Program was in grades K, 1,2,3,4 and 5 and

continues in the 2011-2012 school year. This year for the first time we have noticed a trend of parents selecting Transitional Bilingual Education. However, there aren't enough parents in any one given language group to open these classes. Of the newly enrolled Kindergarten admits, 18 parents requested Dual Language, 22 parents requested Transitional Bilingual Education and 24 parents requested Freestanding English as a Second Language.

6. The program models offered at our school are aligned with parental choice.

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*

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s): Russian

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

ELL Program Breakdown														To
	K	1	2	3	4	5	6	7	8	9	10	11	12	t #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)	1	1	1	1	1	1								6
Freestanding ESL														
Self-Contained					1									1
Push-In	4	4	4	3		1								16
Total	5	5	5	4	2	2	0	0	0	0	0	0	0	23

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	228	Newcomers (ELLs receiving service 0-3 years)	210	Special Education	12
SIFE		ELLs receiving service 4-6 years	18	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										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language	45			2						47
ESL	155		10	14		2				169
Total	200	0	10	16	0	2	0	0	0	216

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
Spanish														0
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													

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	
	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP
Spanish																			0	0
Chinese																			0	0
Russian	11	11	11	16	8	10	7	15	4	22	6	20							47	94
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	11	11	11	16	8	10	7	15	4	22	6	20	0	0	0	0	0	0	47	94

**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									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 94

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: 2

Asian: 3

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino): 89

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	19	10	7	5	3									44
Chinese	9	6	5	3	4	3								30
Russian	14	7	4	3	3	4								35
Bengali														0
Urdu	3	10	13	4	4	3								37
Arabic	2	2	5	3	2	3								17
Haitian														0
French														0
Korean														0
Punjabi														0
Polish	1		2											3
Albanian	3	1	1	1		2								8
Other	1	1	1		3	1								7
TOTAL	52	37	38	19	19	16	0	181						

Part IV: ELL Programming

A. Programming and Scheduling Information

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Programming A.

1.
 - a. In 2011-2012 there will be 16 classes of push-in ESL instruction consisting of one class in the fifth grade, three classes in the third grade, four classes in the second grade, four classes in the first grade and four classes in kindergarten. Our school has selected to use the TEAM TEACHING Push-In Model. This model creates a dynamic classroom providing multiple opportunities for presenting information. This method of instruction includes working collaboratively with the classroom teacher to amplify instruction for the ELLs. In Team Teaching both teachers will actively deliver the same information at the same time. In this model both teachers have equal partnership. It encourages multiple interpretations and provides multiple opportunities for presenting information. This method of Team Teaching includes listening, speaking, and working collaboratively in a partnership. Team Teaching works best when both teachers are equally comfortable in a content area. ESL teachers will meet with classroom teachers on a regular basis for planning and to share ESL strategies that will benefit all students.

In the 2011-2012 school year we will also have four classes of pull-out ESL. These classes are necessary because of high registers due to budgetary cuts. In the fourth grade we have a self-contained ESL class. In this class a certified common branch/ESL teacher works with all the ELLs on the grade. Our school also offers the Dual Language Program in grades K, 1,2,3,4 and 5.
 - b. In our Push-In, self-contained, and Dual Language models the children are of mixed proficiency levels, but in our pull-out programs the children are homogenously grouped.
2. At the beginning of the school year, the ESL Coordinator and the administration meet to ensure that all ELLs are receiving their mandated number of instructional minutes in all our program models.
 - a. In each program model (DL and ESL) beginner and intermediate are programmed for 360 minutes per week of ESL instruction. Advanced students receive 180 minutes of ESL instruction a week. For all ELLs, beginner, intermediate, and advanced, students receive 450 minutes of ELA instruction. For our Dual Language Program the beginners receive 60-90 minutes a day of NLA instruction, the intermediates receive 45-60 minutes a day, and the advanced receive 45 minutes a day.

A. Programming and Scheduling Information

3. In each program model content area is incorporated into ESL instruction. Thus, content area instruction and language learning will be combined. All of the models support content area instruction. In our Dual Language program content area is covered in both languages. Our school uses the Everyday Math Program. In this program students receive mathematics instruction that incorporates hands on activities, use of manipulatives, and Smart board technology. This type of program helps support ELLs. Teachers use strategies that scaffold instruction for English Language Learners. Some of the strategies we implement in our lessons are activating student's prior knowledge, making connections, using visual aides and organizers, and realia. Bringing realia or manipulatives to the classroom helps teachers in providing comprehensible input. Prior to the lessons ESL teachers will front load information for optimal comprehension. Explicitly teaching key vocabulary from the text and focusing on concepts and connections are also a main component of ESL instruction. ESL teachers model correct thinking processes in all subject areas, so that learners become capable to work independently. All of our program models implement differentiated and direct instruction providing research based, standard aligned and data driven ESL lessons that focus on content area vocabulary development, phonemic awareness, grammar and writing across the curriculum.

4. In our Dual Language Model the classroom teachers use teacher-based assessments and running records to evaluate ELLs in their native language. The teachers keep two sets of running records one in the student's native language and the other in English.

5a. At P.S. 200, we have no SIFE kids. However, if they enroll at our school we are well prepared to meet the needs of these students. If these children arrive at our school they will receive 360 minutes of ESL services weekly. They will receive academic intervention services in both reading and math if necessary. These students will participate in our extended day program where they will be in a small group environment four days a week. Also, these students will be invited to participate in all after-school and extra curricular activities.

b. P.S. 200 maintains English instruction for newcomers by providing all teachers with professional development. Our school uses extended day time to provide additional instruction for newcomers by a fully certified ESL teacher. We have afterschool and Saturday programs that help enrich language development for newcomers. This additional time further enables our newcomers to build their vocabulary and develop the letter recognition and phonics skills necessary for decoding and comprehension in the English language. This further enables these children to be better prepared for the ELA testing as required by NCLB. When necessary, children participate in AIS for additional small group instruction. We are sensitive to our newcomers' emotional needs in adapting to a new culture so we pair beginners with more advanced students who share a common native language.

c. Our students who are in ESL for four to six years require additional help in reading and writing based on the NYSESLAT scores: both during mandated ESL periods and in the classroom they receive instruction that focuses on building high order reading skills. Extended day affords these students small group instruction.

d. Long-term ELLs are required to participate in the extended day programs. If necessary our IEP teacher provides small group interventions. All of these children are strongly urged to attend our after-school and Saturday programs.

6. To accelerate English language development for ELLs with special needs, our school provides after-school and Saturday programs, extended day, small group instruction, inquiry team intervention, buddy tutoring, computer lab interventions and the pupil personal team to ensure that the appropriate academic services are provided. For students with special needs, our school follows the mandates of each child's IEP. During the ESL classes the teachers focus on those skills that will enable the children to meet the state standards. The ESL program implements Differentiated and Direct Instruction and provides research-based, standards aligned and data driven ESL lessons that focus on key content area vocabulary development, phonetic awareness, grammar, and writing across the curriculum. The ESL teacher use strategies that scaffold instruction for English Language Learners. Some of the strategies that we implement in our lessons are activating students' prior knowledge, making connections, using visual charts and organizers and using realia. Prior to the lesson ESL teachers will front load information for optimal comprehension. Explicitly teaching key vocabulary from the text and focusing on concepts and connections are also a main component of ESL instruction to students with disabilities. Some of the materials teachers used for these students are Math Connects, Wilson's Foundations, Great Leaps, and various computer programs. These materials are used throughout the grade levels.

- P.S. 200 will be using Title III Immigrant Funds for activities that provide enhanced instructional opportunities for immigrant students. Our school will be offering an after-school program that provides native language support for children that speak Spanish,

A. Programming and Scheduling Information

Russian, Chinese Arabic and Urdu. This native language support will be combined with English Language instruction so that students are receiving support in both L1 and L2. We will also acquire the services of Shadow Box Theatre (SBT) as a consultant. They will be able to provide support to assist students to acquire the skills, processes and concepts of the art of oral story telling through acting, role-playing, making and performing with puppets. These theatre techniques are direct approaches to understanding the elements of the stories. Along the way, students are exploring connections to other content areas and building vocabulary, oral language, listening, speaking, problem-solving and analysis skills. These skills, processes and concepts, are particularly valuable for our dual language program. Our ultimate goal is to enhance our dual language program and to liberate the children's imagination and creativity for the joy of language learning through

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%	100%		
75%	75%		
50%	50%		
25%	25%		
	Dual Language		
100%	100%		
75%	75%		
50%	50%		
25%	25%		
	Freestanding ESL		
100%	100%		
75%	75%		
50%	50%		
25%	25%		
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

Courses Taught in Languages Other than English ⓘ

B. Programming and Scheduling Information--Continued

8. 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.
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10. What new programs or improvements will be considered for the upcoming school year?
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13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

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16. N/A

17. N/A

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

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)?

1. Our Dual Language Program is a partial emergent program, or 50/50 program. The teachers teach fifty percent of the day in English and the other fifty percent in the partner language
2. In all dual language classes EPs and ELLs are integrated 100% of the day and all content area subjects are taught together.
3. We use monolingual lessons using the Rollercoaster Model fostering knowledge across language, where Russian and English instruction alternate between morning and afternoon each day.
4. In our Dual Language Program grades K-3 use the self-contained model and grades 4 and 5 use the side-by-side model. In our Kindergarten Dual Language class the official teacher provides both the English and Russian component as well as the ESL mandated services. By the end of this school year she will have completed all the course work necessary for her bilingual extension. In grades 1 and 2 the official teacher provides both the English and Russian component with a push-in ESL teacher to provide the mandated services. Since the third grade dual language teacher is a certified ESL teacher she provides all the English and Russian instruction and the mandated ESL instruction in the classroom. In grades 4 and 5 there are two teachers. One teacher provides the Russian component and the other teacher provides the English component. In these grades the ESL teacher pushes in to provide the mandated services.
5. In our Dual Language Program emergent literacy is taught simultaneously in both languages. Native Russian and English speaking children have the opportunity to develop their listening, speaking, reading and writing skills in both languages. Russian and English are taught separately to avoid code-switching allowing for maximizing concentration of both languages. Heterogeneous groupings during the Russian and English portions of the day provide students with opportunities to assist and learn from one another and allow second language acquisition to occur naturally. The Dual Language Program will continue to be an additive bilingual program meaning that all students learn a second language without compromising their first.

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

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.

1. All teachers receive sustained professional development from network CFN 609. Our classroom teachers receive regular staff development on incorporating ESL principles and practices in the classroom. ESL teachers conduct on going PD to build capacity in implementing effective ESL strategies across the curriculum to increase English language development and academic achievement for all ELLs. In the 2010-2011 school year all teachers servicing ELLs received intense professional development on the importance of technology and it's many uses for the instruction of English Language Learners. This will continue in the 2011-2012 school year. The ESL staff goes to staff development which this year will focus on Common Core State Standards: Scaffolding of instruction for ELLs, academic literacy for ELLs aligned to CCSS, team teaching in the ESL program and curriculum mapping. A selected group of teachers and assistant principals will be part of a study group that will focus on looking at complex text and ell students.
2. The school will offer a series of small group staff development sessions to assist the fifth grade teachers with information about all procedures for children applying to junior high school. The parent coordinator, the guidance counselor and the ESL staff will see to it that the transition from elementary school to middle school will be comfortable. Assistant Principal and AIS teacher will participate in a RTI institute. that will help us build capacity in meeting the needs of our most needy students. Principal and one of the assistant principals will participate in UBD training offered by Grant Wiggins. the Assistant principal/ dual language coordinator and selected teachers will attend the NYSBE confrence in march of 2012.
3. Special Education teachers are required to have 10 hours of ESL training and general education teachers are required to have 7.5 hours of ESL training. The ESL Coordinator makes sure that everyone has the appropriate training. If necessary the ESL staff provides the training.

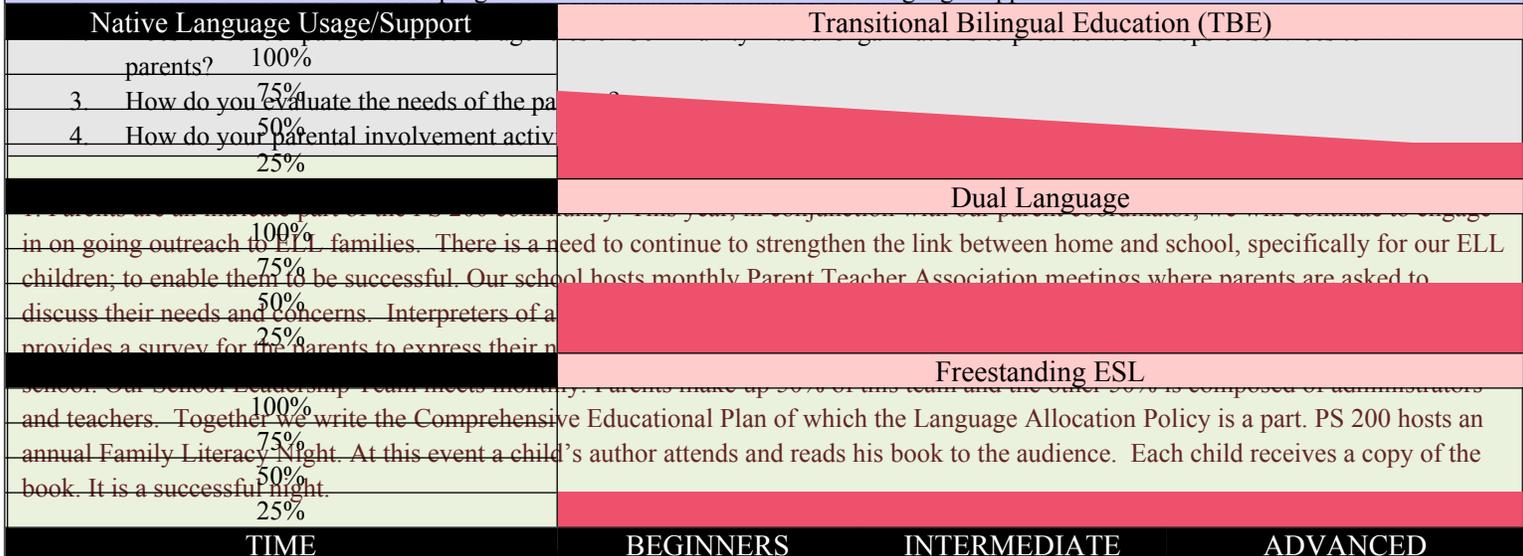
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Native Language Usage and Supports

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



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

also partnered with Shadowbox Theater. This partnership provided an opportunity to bring performing artist to provide professional development and work with our Dual Language Teachers. They worked on creating a bilingual performance in Russian and English which culminated in a performance where every student in the Dual language program participated . Furthermore our school's family worker provides ESL instruction for parents twice a week and a variety of weekly activities tailored to meet the various needs of our growing parental body.

3. At PS 200 we try to meet the needs of all our parents. The Parent Coordinator is always available to assist parents with issues that arise, whether it is building literacy skills, housing issues, or citizenship status.

4. Workshops and classes are arranged by the Parent Coordinator to address the needs of parents. She is always present at our ELL parent orientation meetings to assist in any of their needs or concerns. The results of the school's survey, ideas presented by the PTA and individual families are utilized to meet any of the parents needs. For example, last year we had a series of computer workshops for parents

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?

1. Parents are an intricate part of the PS 200 community. This year, in conjunction with our parent coordinator, we will continue to engage in on going outreach to ELL families. There is a need to continue to strengthen the link between home and school, specifically for our ELL children; to enable them to be successful. Our school hosts monthly Parent Teacher Association meetings where parents are asked to discuss their needs and concerns. Interpreters of all different languages are always on hand to assist parents. The Department of Education provides a survey for the parents to express their needs and concerns. At PS 200 the results of this survey are utilized to improve our school. Our School Leadership Team meets monthly. Parents make up 50% of this team and the other 50% is composed of administrators and teachers. Together we write the Comprehensive Educational Plan of which the Language Allocation Policy is a part. PS 200 hosts an annual Family Literacy Night. At this event a child's author attends and reads his book to the audience. Each child receives a copy of the book. It is a successful night.

2. We are partners with YMCA which an OST program that provides an afterschool program that includes many ELLs and former ELLs. Their counslors provide homework support in addition to thematic projects that culminate in student performances. This year we also partnered with Shadobox Theater. This partnership provided an opportunity to bring performing artist to provide professional development and work with our Dual Language Teachers. They worked on creating a bilingual performance in Russian and English which culminated in a performance where every student in the Dual language program participated. Furthermore our school's family worker provides ESL instruction for parents twice a week and a variety of weekly activities tailored to meet the various needs of our growing parental body.

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Additional Information

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

Paste additional information here

C. Schools with Dual Language Programs

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2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
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3. We use monolingual lessons using the Rollercoaster Model fostering knowledge across language, where Russian and English instruction alternate between morning and afternoon each day.
4. In our Dual Language Program grades K-3 use the self-contained model and grades 4 and 5 use the side-by-side model. In our Kindergarten Dual Language class the official teacher provides both the English and Russian component as well as the ESL mandated services. By the end of this school year she will have completed all the course work necessary for her bilingual extension. In grades 1 and 2 the official teacher provides both the English and Russian component with a push-in ESL teacher to provide the mandated services. Since the third grade dual language teacher is a certified ESL teacher she provides all the English and Russian instruction and the mandated ESL instruction in the classroom. In grades 4 and 5 there are two teachers. One teacher provides the Russian component and the other teacher provides the English component. In these grades the ESL teacher pushes in to provide the mandated services.
5. In our Dual Language Program emergent literacy is taught simultaneously in both languages. Native Russian and English speaking children have the opportunity to develop their listening, speaking, reading and writing skills in both languages. Russian and English are taught separately to avoid code-switching allowing for maximizing concentration of both languages. Heterogeneous groupings during the Russian and English portions of the day provide students with opportunities to assist and learn from one another and allow second language acquisition to occur naturally. The Dual Language Program will continue to be an additive bilingual program meaning that all students learn a second language without compromising their first.

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.

1. All teachers receive sustained professional development from network CFN 609. Our classroom teachers receive regular staff development on incorporating ESL principles and practices in the classroom. ESL teachers conduct on going PD to build capacity in implementing effective ESL strategies across the curriculum to increase English language development and academic achievement for all ELLs. In the 2010-2011 school year all teachers servicing ELLs received intense professional development on the importance of technology and it's many uses for the instruction of English Language Learners. This will continue in the 2011-2012 school year. The ESL staff goes to staff development which this year will focus on Common Core State Standards: Scaffolding of instruction for ELLs, academic literacy for ELLs aligned to CCSS, team teaching in the ESL program and curriculum mapping. A selected group of teachers and assisant principals will be part of a study group that will focus on looking at complex text and ell students.
2. The school will offer a series of small group staff development sessions to assist the fifth grade teachers with information about all

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2. The school will offer a series of small group staff development sessions to assist the fifth grade teachers with information about all procedures for children applying to junior high school. The parent coordinator, the guidance counselor and the ESL staff will see to it that the transition from elementary school to middle school will be comfortable. Assistant Principal and AIS teacher will participate in a RTI institute. that will help us build capacity in meeting the needs of our most needy students. Principal and one of the assistant principals will participate in UBD training offered by Grant Wiggins. the Assistant principal/ dual language coordinator and selected teachers will attend the NYSBE conference in march of 2012.
3. Special Education teachers are required to have 10 hours of ESL training and general education teachers are required to have 7.5 hours of ESL training. The ESL Coordinator makes sure that everyone has the appropriate training. If necessary the ESL staff provides the training.

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?

1. Parents are an intricate part of the PS 200 community. This year, in conjunction with our parent coordinator, we will continue to engage in on going outreach to ELL families. There is a need to continue to strengthen the link between home and school, specifically for our ELL children; to enable them to be successful. Our school hosts monthly Parent Teacher Association meetings where parents are asked to discuss their needs and concerns. Interpreters of all different languages are always on hand to assist parents. The Department of Education provides a survey for the parents to express their needs and concerns. At PS 200 the results of this survey are utilized to improve our school. Our School Leadership Team meets monthly. Parents make up 50% of this team and the other 50% is composed of administrators and teachers. Together we write the Comprehensive Educational Plan of which the Language Allocation Policy is a part. PS 200 hosts an annual Family Literacy Night. At this event a child's author attends and reads his book to the audience. Each child receives a copy of the book. It is a successful night.

2. We are partners with YMCA which an OST program that provides an afterschool program that includes many ELLs and former ELLs. Their counslors provide homework support in addition to thematic projects that culminate in student performances. This year we also partnered with Shadobox Theater. This partnership provided an opportunity to bring performing artist to provide professional development and work with our Dual Language Teachers. They worked on creating a bilingual performance in Russian and English which culminated in a performance where every student in the Dual language program participated. Furthermore our school's family worker provides ESL instruction for parents twice a week and a variety of weekly activities tailored to meet the various needs of our growing parental body.

3. At PS 200 we try to meet the needs of all our parents. The Parent Coordinator is always available to assist parents with issues that arise, whether it is building literacy skills, housing issues, or citizenship status.

4. Workshops and classes are arranged by the Parent Coordinator to address the needs of parents. She is always present at our ELL parent orientation meetings to assist in any of their needs or concerns. The results of the school's survey, ideas presented by the PTA and individual families are utilized to meet any of the parents needs. For example, last year we had a series of computer workshops for parents

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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)	23	10	7	1	4	4								49
Intermediate(I)	14	13	11	7	5	7								57

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Advanced (A)	9	21	8	12	10	5								65
Total	46	44	26	20	19	16	0	0	0	0	0	0	0	171

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	4	2	1	0	1	0							
	I	7	2	3	0	3	3							
	A	16	15	6	6	6	8							
	P	31	35	19	22	20	14							
READING/ WRITING	B	23	8	6	0	3	4							
	I	14	12	12	7	5	7							
	A	7	20	8	12	8	5							
	P	14	15	3	9	14	9							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	4	14	4	0	22
4	5	14	3	0	22
5	7	9	3	0	19
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	6	1	10	1	10				28
4	4	1	12	2	7	3	1		30
5	1	1	9	3	8	1	1		24
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	

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	6		12		11	1	0		30
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: PS 200

School DBN: 20K200

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Javier Muñiz	Principal		12/1/11
Keefe Vallaro	Assistant Principal		12/1/11
Lucy Lamothe	Parent Coordinator		12/1/11
Shiela Fishbane	ESL Teacher		12/1/11
Donna Salerno	Parent		12/1/11
Chritine Perez	Teacher/Subject Area		12/1/11
	Teacher/Subject Area		12/1/11
	Coach		12/1/11
	Coach		12/1/11
Faith Gentile	Guidance Counselor		12/1/11
Debra Van Nostrand	Network Leader		12/1/11
	Other		12/1/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 2k200 **School Name:** The Benson Elementry

Cluster: 6 **Network:** 609

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.

P.S. 200 conducts ongoing surveys to continuously update their data on the home languages of the students as they enter the school at various times of the year. Home Language Surveys are immediately administered upon registration throughout the year and home languages are documented. The Parent Coordinator also is involved in ensuring that home languages are up-to-date. Home languages are printed on every Student Emergency Contact card as mandated by the Chancellor. For the past several years, the Interpretation & Translation Liaison ensured that interpreters and translators were on-site for the twice-yearly Parent-Teacher Conferences and Spring Parent Workshops as well as other conferences and/or meetings where Interpreters were needed. This will continue in 2011-2012. P.S. 200 maintains a strong connection to the NYC Department of Education's Translation and Interpretation Unit. Data on languages represented among the student and parent population at P.S. 200 informs the school of its special and unique translation and oral interpretation needs, i.e.: Over-the-Phone Interpretation Services, Language Identification Cards so that Parents and Visitors can point to their language at the Security Desk and in the Main Office to receive the appropriate language services, Signs are posted that inform parents and visitors of: "Interpretation Services Available" or "Please see a staff member for interpretation services" or "Welcome Parents" or "To obtain a translation of this document in [language] please see a staff member." This will continue in 2011-2012.

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.

P.S. 200's qualitative data confirmed that the following languages were the most requested by parents for all parent and teacher conferences: Chinese and Spanish. This data was collated from surveys distributed before Parent-Teacher conferences requesting if interpreters were needed for individual appointments for conferences. An additional source of data used was the tally the Interpretation & Translation Specialist conducted throughout the afternoon and evening conferences. This tally confirmed that Chinese and Spanish interpreters were in high demand and that P.S. 200 met that demand. For Fall 2011, P.S. 200 had interpreters in the following languages based on the needs of the parents: Arabic, Urdu, Chinese, Spanish, Russian and Albanian. Data gathered during the conferences through requests confirmed that only Chinese and Spanish interpreters were necessary. These findings were presented to the School Leadership Team, PTA, Parent Coordinator and all Translation and Interpretation resources, needs, findings were distributed to the entire parent population through the PTA newsletter, Highlights, in several languages. Translation needs were based upon qualitative data of the number of home languages represented in the school and the number per language so that all flyers, letters, PTA newsletters and other important documents could be translated in a timely manner to all parents.

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. 200 will continue its ongoing efforts to effectively communicate with all parents in 2011-2012 through the high quality translation services it currently provides and has provided for several years. P.S. 200 uses multiple venues to meet its translation needs:

- In-house translators: Chinese Parent Coordinator; Russian Teachers; Russian Social Worker; Russian Family Worker who teaches ESL to parents at P.S. 200; P.S. 200's Chinese Math Instructor; PTA Members who speak Arabic, Urdu and Albanian.

- The NYC Dept. of Education's Translation and Interpretation Unit which translates all documents in a timely manner

Procedures to ensure timely provision of translated documents to parents includes the in-house translators who are readily available and efficient and also completing a NYC Dept. of Education Translation Request Form .

Written translation services provided include: Translations of: Home Language Surveys, Parent Questionnaires, School Surveys, Language Allocation Policy, Discipline Policy, School Parent Involvement Policy, School-Parent

Compact, Title III Notifications and Letters, ESL Notifications and Placements, PTA newsletter, Emergency Procedures, School wide events, Parent and Community Involvement Opportunities, Neighborhood Mental Health Resources, Community Based organizations that address mental, physical, academic, health and quality of life needs...

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.

P.S. 200 will continue its ongoing efforts to effectively communicate with all parents in 2011-2012 through the high quality oral interpretation services it currently provides and has provided for several years. P.S. 200 uses multiple venues to meet its oral interpretation needs:

- In-house oral interpreters: Chinese Parent Coordinator; Russian Teachers; Russian and Spanish Social Workers; Russian Family Worker who teaches ESL to parents at P.S. 200; P.S. 200's Chinese Math Instructor; PTA Members who speak Arabic, Urdu and Albanian.
- The NYC Dept. of Education's Translation & Interpretation Unit's approved outside contractor, Legal Interpreting Services (LIS) who supplies Consecutive and Simultaneous Oral Interpreters.

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>.

- P.S. 200 will distribute a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. Translated versions of this document, in the covered languages, are available at <http://schools.nyc.gov/Parents/NewsInformation/BillofRights.htm>.
- P.S. 200 will conspicuously display flyers by its primary entrance that indicate the availability of translation & interpretation services.
- P.S. 200's safety plan will contain procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative offices solely due to language barriers.
- P.S. 200 will gather data to insure that if parents of more than 10% of the children at P.S. 200 speak a primary language that is neither English nor a covered language, P.S. 200 will obtain from the Translation and Interpretation Unit a translation into such language of the signage and forms required pursuant to this section and shall post and provide such forms in accordance with this section.
- P.S. 200 will inform parents of the NYC Dept. of Education's Translation & Interpretation Unit website that provides information in each of the covered languages concerning the rights of parents to

translation and interpretation services and how to access such services.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: PS 200	DBN: 20K200
Cluster Leader: Jose Ruiz	Network Leader: Debra Van Nostrand
This school is (check one): ✱conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below)	

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Instructional Program #1

PS 200 will have an after school program for grades three through five who are in the intermediate and advanced levels of language acquisition according to the Spring 2011 NYSESLAT scores. This activity will service three classes for a targeted population of 36 students and focus on language, literacy & vocabulary. National Geographic's nonfiction program offers a rich opportunity for learners to build background knowledge, develop vocabulary and oral language, using grade-level content in science, social studies and math. Carefully leveled readers and a sheltered instructional approach provide extra support for learners at four developmental reading stages so English language learners have opportunities to achieve their full potential. Language, Literacy & Vocabulary program includes: nonfiction reading comprehension strategy instruction, grade-level science, social studies and math key concepts, 144 leveled texts with strong picture support, customized instruction for ELLs, Engaging and motivational nonfiction texts, scaffolded and multi-level instructional strategies.

After school sessions will be on Tuesdays and Thursdays from 3:00-4:30 for 20 sessions starting November 2011. The program will include certified teachers and a supervisor.

PS 200 will have a Saturday program for grades three through five who are beginner level of language acquisition according to the Spring 2011 NYSESLAT scores. This activity will service 3 classes for a targeted population of 36 students and focus on vocabulary development, and oral language. The first cycle will have a hand on science component who will be working with small groups of children reinforcing the materials that they worked on with the classroom teacher. This program will include 4 certified teachers and a supervisor. Classes will meet on Saturday from 8:00 to 12:00 for a total of 10 weeks starting November 2011. Students will have breakfast from 7:30-8:00 provided by OFSNS and at no cost to Title III. We will have a school aide and a supervisor in the lunchroom during breakfast until the teachers pick up their classes.

Part C: Professional Development

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

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

Part C: Professional Development

Begin description here: Course Objectives

The teachers will participate in professional development that will support the implementation National Geographic's Language, Literacy & Vocabulary program to meet the diverse needs of the English Language Learners. National Geographic will provide the professional development that will:

- Develop a solid understanding of the stages of language acquisition and language transfer issues
- Learn specialized strategies to differentiate instruction for English Language Learners at a variety of proficiency levels
- Understand how to shelter instruction across the curriculum to provide access to grade-level content
- Integrate newly-acquired strategies into lesson plans

Part D: Parental Engagement Activities

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

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

Begin description here: There will be an initial orientation meeting for the parents to acquaint themselves with the program. Parents will be invited to participate in language acquisition activities with their children. Parents will be notified via letters, emails and using our automated voice messaging system.

Part E: Budget

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

Allocation Amount: \$

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

Part E: Budget

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

Allocation Amount: \$

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