Department of Education

Dennis M. Walcott, Chancellor

2011-2012
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL NAME : ___P.S. 203 FLOYD BENNETT SCHOOL_____

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): _22K203_____

PRINCIPAL: __MS. LISA ESPOSITO_____ EMAIL: ___LESPOSI3@SCHOOLS.NYC.GOV_____

SUPERINTENDENT: ____MS. LINDA WAITE_____

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
Lisa Esposito	*Principal or Designee	
Jacqueline Nipitella	*UFT Chapter Leader or Designee	
Chequita Best	*PA/PTA President or Designated Co-President	
Nicoletta Gargano	DC 37 Representative, if applicable	
	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Nandanie Appana	Member/ Parent	
Penny Berman	Member/ Teacher	
Megan D'Onofrio	Member/ Teacher	
Karima Escoffery	Member/ Parent	
Christina Mohamed	Member/ Parent	
Marcia Rogers	Member/ Parent	
	Member/	

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, the percentage of all students in Grades K-5, including students with disabilities and English language learners, reaching grade level proficiency in ELA will improve by 3-5% as measured by the Fountas and Pinnell assessments.

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.

Based on past Fountas and Pinnell growth levels (fall/spring comparisons for the past two years) for Grades K-5 our students have not been making the adequate number of levels of growth to reach their respective end of year Fountas and Pinnell levels. This impacted the numbers of students scoring in level 4 on the NYS ELA exams. In 2010-2011, our school decided to raise the end of year standards we had been using as our basis for promotion to the next grade. Our expected result would be that students in Grades K-2 would increase their readiness to meet the higher standards as they enter the testing grades. This year, we are already noting that students entering grades 2 and 3 are showing their fall readiness at 10% higher than the prior year in fall 2010 because of our increased internal promotion criteria in K-2. Efforts to increase the numbers of students reaching grade level proficiency should also lead to an increase in the numbers of Gr. 3-5 reaching grade level proficiency on standardized tests.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  a) strategies/activities that encompass the needs of identified student subgroups,
  b) staff and other resources used to implement these strategies/activities,
  c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  d) timeline for implementation.

Activity #1

Instruction: Daily literacy block (2-2.5hrs daily) for Guided Reading (small group instruction) matched to students' instructional levels based on Fountas and Pinnell benchmarks. Lessons to contain focus on comprehension and teacher monitoring students throughout Guided Reading will inform teacher planning for future instruction.
Staff and Resources: Classroom teachers (general and special educators), supervisors, literacy consultant (data specialist), CFN support staff
Resources: Leveled texts
Timeline: September 2011-June2012

Activity #2

Instruction and Professional Development: Prescribe lessons/modules/assessments in Acuity (Grades 3-5) and SkillsTutor (for Grades K-5) targeted specifically for student needs. Monitored by classroom teachers, Extended Day teachers, and supervisors.
Staff and Resources: Classroom teachers (general and special educators), paraprofessionals, content specialists, supervisors, literacy consultant (data specialist), CFN support staff
Resources: web-based programs (Acuity/SkillsTutor)

Timeline: September 2011-June2012

Activity #3
Instruction: Extended Day in literacy for 2 sessions per week to provide small group intervention for at risk students.
Staff and Resources: Classroom teachers (general and special educators), paraprofessionals, supervisors, literacy consultant (data specialist)
Resources: Grade K: Guided Reading books –A; letter matching/sound cards; sight word Bingo
Grade 1: School House Phonics; Guided reading books;
Grades 2-5 Extensions in Reading Levels B-E
Timeline: September 2011-June2012

Activity #4
Instruction and Professional Development: Continuous benchmarking of students using Fountas and Pinnell assessments to track student progress. Monitoring throughout the year will draw attention to students who are not making adequate/expected progress so additional supports can be provided.
Staff and Resources: Classroom teachers (general and special educators), supervisors, lead literacy teacher, literacy team, literacy consultant (data specialist)
Resources: Fountas and Pinnell Benchmark System 1 and System 2
Timeline : September 2011- June 2012

Activity #5
Instruction: Skill of the Week Assessments (Grades 2-5)
Staff and Resources: Classroom teachers (general and special educators), supervisors, literacy consultant (data specialist)
Resources: Focus books Levels B-E
Timeline : September 2011- February 2012

Steps taken to include teachers in the decision-making

- Teachers meet in grade and cross-grade teams to generate grade-specific comprehension focuses for reading instruction based on the needs they were noting among students.
- Literacy Team analyzes past results of Benchmarking and creates a series of points to share with colleagues to ensure the process of benchmarking is inter-rater reliable.
- Teachers and supervisors track students' progress on benchmarks, focus lessons, ITAs and academic assessments to evaluate the effectiveness of the strategies/activities and determine whether additional supports are necessary.

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.

  a. Provide families with materials and training to work with their children to improve their achievement levels (e.g. ELA Family Nights (3-5), Bedtime, Bears, and Books, Hot Cocoa in the Library, Ooey Gooey Night)
  b. Provide families with assistance to understand the Common Core Learning Standards and Fountas and Pinnell levels (ARIS Parent Link, PTA meetings, Read Aloud Day)
  c. Provide families with information to access websites specifically to support students in reading (SkillsTutor, Acuity, Book Flix, ps203.com, etc)
  d. 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 at PTA, SLT and Title I meetings

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 become highly qualified, in order to achieve this goal.

All of the teachers at P.S. 203 are highly qualified. Teacher Team periods, staff and grade conferences all contain a focus on professional development to maintain motivation and professional growth while raising the quality of instruction.

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.

  OST Bergen Beach Youth Organization's program has a literacy component to the structure of their after school sessions.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title I Schoolwide Programs school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I, Title III, and human resources to implement this action plan from September 2011- June 2012 as indicated below:

a. Teacher salaries
b. Teacher per diem for professional development
c. Teacher per session
d. Parent Coordinator salary
e. Parent Involvement funds (Title I)
f. CFN support set aside
g. Curriculum Development and Consultant funds for literacy consultant (data specialist)
h. Instructional supplies, including leveled texts
i. Educational software/website licenses
j. School Messenger

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, 10% of the students in the lowest third of Grade 3-5 students, including students with disabilities and English language learners, in mathematics will demonstrate growth on a benchmark assessment in mathematics (Indig or ITAs).

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.

Past performance on NYS math exams in grades 3-5 and math benchmark assessments (Indig and ITAs) have yielded a group of students who are not only part of our school's lowest third but also part of the city's lowest third. Targeted efforts are needed to close the achievement gap for these students.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  a) strategies/activities that encompass the needs of identified student subgroups,
  b) staff and other resources used to implement these strategies/activities,
  c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  d) timeline for implementation.

Activity #1

Instruction: Balanced Mathematics block (1-1.5hrs daily) following the workshop model to provide small group instruction.
Staff and Resources: Classroom teachers (general and special educators), supervisors, data specialist
Resources: Everyday Mathematics and differentiated resource materials
Timeline : September 2011- June 2012

Activity #2

Instruction and Professional Development: Checking Progress and Strand of the Week assessments reviewed at regular intervals
Staff: Classroom teachers (general and special educators), supervisors, data specialist
Timeline: September 2011- June 2012

Activity #3
Professional Development: Teacher teams and grade conferences to analyze student work
Staff: Classroom teachers (general and special educators), supervisors, teacher teams, math team, and data specialist
Timeline: September 2011- June 2012

Activity #4
Instruction: Extended Day in mathematics for 2 sessions per week to provide small group intervention for at risk students.
Staff and Resources: Classroom teachers (general and special educators), paraprofessionals, supervisors, data specialist
Timeline: September 2011-June 2012

Activity #5
Instruction: "Departmentalize" mathematics instruction for special needs students via specific programming for mathematics block in self contained classes on Grades 3-5 and in ICT class on Grade 4.
Staff and Resources: Classroom teachers (general and special educators), paraprofessionals, supervisors, data specialist
Resources: SkillsTutor, Acuity, Leap Track, small group instruction
Timeline: September 2011-June 2012

Activity #6
Instruction and Professional Development: Prescribe lessons/modules/assessments in Acuity and SkillsTutor targeted specifically for student needs. Monitored by classroom teachers, Extended Day teachers, and supervisors.
Staff and Resources: Classroom teachers (general and special educators), paraprofessionals, content specialists, supervisors, data specialist, CFN support staff
Resources: web-based programs (Acuity/SkillsTutor)
Timeline: September 2011-June 2012

Steps taken to include teachers in the decision-making

- Teachers in Grades 3-5 meet in grade and cross-grade teams to analyze data for trends to generate grade-specific focuses for instruction based on the needs they noted among students.
- Teachers and supervisors track students' progress on Checking Progress assessments to evaluate the effectiveness of the strategies/activities and determine whether additional supports are necessary

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.
  a. Provide families with materials and training to work with their children to improve their achievement levels (e.g. Math Family Nights, conferences)
  b. Provide families with assistance to understand the Common Core Learning Standards in Mathematics (ARIS Parent Link, PTA meetings, Read Aloud Day)
  c. Provide families with information to access websites specifically to support students in reading (SkillsTutor, Acuity, SmartMath Britannica, TimezAttack, etc.)
  d. 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 at PTA, SLT and Title I meetings

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 become highly qualified, in order to achieve this goal.

All of the teachers at P.S. 203 are highly qualified. Teacher Team periods, staff and grade conferences all contain a focus on professional development to maintain motivation and professional growth while raising the quality of instruction.

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.

OST Bergen Beach Youth Organization's program has a mathematics component to the structure of their after school sessions.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title I Schoolwide Programs school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I, Title III, and human resources to implement this action plan from September 2011- June 2012 as indicated below:

a. Teacher salaries
b. Teacher per diem for professional development
c. Teacher per session
d. CFN support set aside
e. Curriculum Development and Consultants for (data specialist)
f. Educational software/website licenses
g. Instructional supplies
h. School Messenger

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 number of PBIS-based Tier 1 whole class interventions will increase by 25% as will the PBIS-based Tier 1 individual incentives as measured by program offerings.**

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.

The results of our Learning Environment survey, coupled with office discipline referrals, SAVE room data, teacher/staff anecdotals, and incident reports have established a need for this focus. In addition, the positive feedback regarding the success of our earlier **PBIS (Positive Behavior Interventions and Supports)** Tier 1 interventions has affirmed that this is a goal worth developing.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  a) strategies/activities that encompass the needs of identified student subgroups,
  b) staff and other resources used to implement these strategies/activities,
  c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  d) timeline for implementation,

Activity #1
SOAR (Show **S**elf-Control, **O**n Task, **A**ct Kindly, **R**espectful and Responsible) universal individual incentives: Green tickets for individuals, names announced on PA system, and opportunities to attend SOARport shop (beginning December 2011 two days a week) to redeem individual tickets
Staff and Resources: All staff, parents, PTA, crossing guards, substitute teachers
Resources: Green tickets and gifts to stock the SOARport gift shop
Timeline: September 2011- June 2012

Activity #2
SOAR universal class incentives: Gold tickets for classes, classes announced on PA system, and opportunities to attend monthly SOAR dances (beginning in October 2011), ice cream parties etc.
Staff and Resources: All staff, PTA, substitute teachers
Resources: Gold tickets, ice cream etc.
Timeline: September 2011- June 2012

Activity #3
Universal PBIS lessons to model PBIS best practices
Staff: Classroom teachers, content specialist (PBIS internal coach and teacher), paraprofessionals, PTA, parent coordinator, supervisors

Timeline: September 2011- June 2012, when possible

Activity #4

Monthly character education assemblies and break-out sessions to promote universal tenets of good character, supporting fundamental principles of PBIS

Staff: Content specialists (including PBIS internal coach and teacher), paraprofessionals, guidance counselors, SAPIS

Timeline: September 2011- June 2012

Steps taken to include teachers in the decision-making

- Staff work collaboratively to plan character education assemblies. The focus selected by those presenting the assemblies is then turn keyed across the grades at staff conferences.
- Internal PBIS coach (and teacher) models for and supports PTA in establishing the incentives and their uniform/consistent implementation.
- SLT reviews data from Learning Environment Survey to suggest steps school should take to address areas of noted social skills need.

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.
  a. fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress
  b. sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand

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 become highly qualified, in order to achieve this goal.

All of the teachers at P.S. 203 are highly qualified. Teacher input on grade/across grade levels serves to affirm a culture of positive change. That sense of ownership maintains motivation and professional growth while raising the quality of experiences throughout the school.

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.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title I Schoolwide Programs school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I, Title III, and human resources to implement this action plan from September 2011- June 2012 as indicated below:

a. Guidance counselor and teacher salaries
b. SAPIS
c. Parent coordinator salary
d. Teacher per session
e. Instructional supplies

f. PTA coordination and staffing of SOARport Gift Shop and Character Education dances
g. PTA funding for incentives

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	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K	25	25	**N/A**	**N/A**	1	0	0	1
1	30	30	**N/A**	**N/A**	2	0	2	12
2	42	42	**N/A**	**N/A**	5	0	3	9
3	56	56	**N/A**	**N/A**	5	0	5	13
4	88	81	0	0	5	0	5	18
5	63	47	35	0	5	0	1	20
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	With no larger than 10 students per class in all grades, students receive AIS 4x per week via Extended Day. The following materials are used: Grade K: Guided Reading books –A; letter matching/sound cards; sight word Bingo; Grade 1: School House Phonics; Guided reading books; Grades 2-5 Extensions in Reading Levels B-E. Within the classrooms, AIS is provided to targeted students through the use of flexible guided reading groups, Acuity, Waterford, Skillstutor, Leap Track, SRA , centers Audio books, Leap Pads, Mimio and Wilson as well as teacher created materials; students work with teachers, peers and individually to develop and explain, both verbally and in written form, their thinking about reading.
Mathematics	With no larger than 10 students per class in all grades, students receive AIS 4x per week via Extended Day. Within the classrooms AIS is provided to targeted students through the use of grade specific New York State mathematics books, Acuity, Skillstutor, Leap Track, SRA, flexible small groups, centers,and lesson executed with the use of Mimio and teacher created materials; students in all grades explore various mathematical topics. Students work with teachers and peers to explain verbally and in written form their thinking as it relates to understanding and solving math problems.
Science	AIS in science is provided on an on-going basis during instructional time. Students not meeting the promotional criteria in science receive small group and individual intervention from their classroom teacher.
Social Studies	Through the use of teacher made assessments, students are grouped for differentiated support.
At-risk Services provided by the Guidance Counselor	Guidance services are provided in various forms. Lessons and counseling for at-risk students is provided to individual students or small groups of students. In addition, students requiring Tier 2 intervention, per PBIS, are part of Check-In Check-Out with guidance staff twice each school day.
At-risk Services provided by the School Psychologist	Our school psychologist services students on an at risk basis only as needs arise and not for any extended length of time.

At-risk Services provided by the Social Worker	Our school social worker offers educationally related support services (ERSS) to general education students in Grades K-5 to assist them in overcoming academic, social, or emotional difficulties. This intervention aids students in resolving issues so they can improve academically and socially.
At-risk Health-related Services	Students who have asthma receive individual and small group sessions 1-3 times a year with our school nurse.

P.S. 203 PARENT INVOLVEMENT POLICY (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in 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 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;

P.S. 203 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 CFN 210 Joanne Brucella	District 22	Borough Brooklyn	School Number 203
School Name P.S. 203 Floyd Bennett School			

B. Language Allocation Policy Team Composition ⓘ

Principal Mrs. Lisa Esposito	Assistant Principal Mr. Brian Sadowski
Coach type here	Coach type here
ESL Teacher Sheryl Cohen	Guidance Counselor Lori Skunca
Teacher/Subject Area Angeline Victor/Grade 5 ICT	Parent Robin White
Teacher/Subject Area type here	Parent Coordinator Julianna Primo
Related Service Provider Faigi Ackerman/Speech	Other type here
Network Leader Joanne Brucella	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	1	Number of certified bilingual teachers	0	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	0
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	0		

D. School Demographics

Total number of students in school	934	Total Number of ELLs	48	ELLs as share of total student population (%)	5.14%

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.

Questions 1-6 here

P.S. 203 is an elementary school located in Flatlands, Brooklyn. We are part of District 22, of the New York City Department of Education. We have about 934 students, 48 being English Language Learners. This is about 5% of the school population. We service the ELL students in a Pull-Out program, or a Freestanding English as a Second Language Program, for grades kindergarten through fifth. There is one licensed ELL teacher. We do not have a bilingual or dual language program.

The licensed ELL teacher, Sheryl Cohen, serves as the ELL testing coordinator for the school. The LAB-R is a test administered based on the questions from the Home Language Identification Survey (HLIS). The HLIS is translated into nine languages. It is a survey, filled out by a parent/guardian, to indicate the language spoken by child at home. Which language is used with family and relatives? Which language does the child read and write? The informal interview is conducted during registration by the ELL teacher or another licensed trained pedagogue. It is initially conducted in English. One of the translated versions may be given to the parents, with the help of a bilingual pedagogue, our social worker, Fritz Michel, who speaks Haitian Creole. He is available if it is determined that the parent/guardian speaks a language other than English and would be comfortable speaking to someone in Creole. Mrs. Primo is available for Spanish speakers. The LAB-R is given by Sheryl Cohen, the licensed ELL teacher, to a student if the child speaks another language based on the HLIS, which she reviews first. This means of the eight questions listed the parent/guardian wrote another language for at least three of them. Mrs. Cohen speaks with the child as an informal oral interview to see if the child may need services and should be tested. This is for only newly enrolled students into a New York City School System and within 10 days of admission. The Spanish LAB is administered afterward to our new Spanish speaking ELL students by Mrs. Cohen with the help of Juliana Primo our Spanish speaking Parent Coordinator.

The NYSESLAT is given anually based on the list of children in the ELL class and ATS reports such as RLAB and RLAT. This lets the ELL teacher, Sheryl Cohen, who is the NYSESLAT testing coordinator, know who is officially eligible for the NYSESLAT. The test arrives with three grids for each student, names pre-printed. The teacher keeps record to make sure all students take all four tests and that they are recorded on the three grids. Two of the tests are recorded on one grid to total four tests.

This year the breakdown of ELL students by grade in each language is as follows: Kindergarten has 11: 6 Spanish, 1 Haitian, 1 Wolof, 2 Urdu and 1 Arabic, first grade has 6: 3 Spanish, 2 Haitian, and 1 Arabic, second grade has 10: 1 Urdu, 3 Spanish, 1 Russian and 5 Haitian, third grade has 8: 1 Spanish, 5 Haitian, and 2 Urdu, fourth grade has 6: 1 Urdu and 5 Haitian, fifth grade has 7: 1 Spanish and 6 Haitian. Progress is measured though the administration of the NYSESLAT on a yearly basis, periodic assessments three times a year, and informal teacher assessments throughout the year. Exam history reports are checked through ATS to determine if a transfer student is an ELL student. This is to ensure that there is no duplicate of the LAB-R exam.

Within the first ten days of admission, Sheryl Cohen, the ELL teacher hands out Entitlement letters to students, in English and their native language, to take home so parents/guardians know the children are eligible to be serviced. The ELL teacher invites parents of the new students to attend a parent orientation in September. This is an opportunity to ask questions about the school, where a video, available in many languages, is shown explaining the ELL, bilingual and dual language programs. Parent handbooks are available. Parents fill out the Survey and Program Selection form. On this form, parents have the option to request a bilingual or dual program. We do not offer such programs in this school. Parents have the option to transfer to another school with bilingual or dual programs.

Most of the time parents select ELL. The trend through the years is usually 3 out of 4 parents pick ELL instead of dual or bilingual programs. We have researched the DOE website, the enrollment office and OELL resources to locate other schools with dual language and bilingual programs. We are able to offer the parents choices. If the parents do not attend the orientation, which most of them do not because of work and family responsibilities, then the packets are sent home with the children. Forms are filed to keep record. Students who are continuing from last year receive Continued Entitlement letters to let parents know they are still in the program. The ELL teacher keeps record of letters that go home. The ELL teacher will inform parents who chose other options, besides ELL, if a dual language or bilingual program open nearby. Placement letters are sent out after the Parent Selection Forms are completed to inform the parents that the students are placed in an ELL class. All notices sent home are in student's language and English. Parent has a choice to complete paperwork in native language or English. All paperwork is kept with the ELL teacher, Sheryl Cohen, in a binder for quick referrals at any time.

The program is created based on the scores from the NYSESLAT and LAB-R tests. Students are grouped according to grade and proficiency levels. The breakdown this year of the LAB-R (Kindergarten and new students, who are scored informally) and NYSESLAT (returning students) scores is as follows: Kindergarten has 7 beginners and 4 advanced, first grade has 3 beginners and 3 advanced, second grade has 3 beginners, 4 intermediates and 3 advanced, third grade has 3 beginners, 1 intermediate and 4 advanced, fourth grade has 3 intermediates and 3 advanced, and fifth grade has 2 intermediates and 5 advanced. Included in these groups are the seven children with IEPs. Five of the IEP children are in self contained classes, one is in an Integrated Co-Teaching class (ICT), and one in a mainstreamed class. We have no SIFE students. Students with advanced levels receive 180 minutes weekly, where the beginners and intermediates receive 360 minutes weekly. This year we do not have Long-Term ELLs. There are 6 ELLs who have been serviced 4-5 years. There are 42 ELLs who have been serviced 0-3 years. Native language support is given to those who need help. We have people on staff who speak Spanish, French, Haitian and Russian. There are parents available who can translate to Urdu.

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⊙	No❄	If yes, indicate language(s):
Dual language program	Yes⊙	No❄	If yes, indicate language(s):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Push-In	1	2	2	2	2	2								11
Total	1	2	2	2	2	2	0	0	0	0	0	0	0	11

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	48	Newcomers (ELLs receiving service 0-3 years)	42	Special Education	7
SIFE	0	ELLs receiving service 4-6 years	6	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)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	42	0	5	6	0	2	0	0	0	48
Total	42	0	5	6	0	2	0	0	0	48
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	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) K-8

Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	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	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number): African-American: ___ Asian: ___ Hispanic/Latino: Native American: ___ White (Non-Hispanic/Latino): ___ Other:	

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	6	3	3	1		1								14
Chinese														0
Russian			1											1
Bengali														0
Urdu	2		1	2	1									6
Arabic	1	1												2
Haitian	1	2	5	5	5	6								24
French														0
Korean														0
Punjabi														0

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**
Polish														0
Albanian														0
Other	1													1
TOTAL	**11**	**6**	**10**	**8**	**6**	**7**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**48**

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
    a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
    b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
    a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you 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?

Paste response 1-7

The pull-out program is created based on the scores from the NYSESLAT and LAB-R tests. Students are grouped according to grade and proficiency levels (heterogeneous). The breakdown this year of the LAB-R (Kindergarten and new students, who are scored informally) and NYSESLAT (returning students) scores is as folllows: Kindergarten has 7 beginners and 4 advanced, first grade has 3 beginners and 3 advanced, second grade has 3 beginners, 4 intermediates and 3 advanced, third grade has 3 beginners, 1 intermediate and 4 advanced, fourth grade has 3 intermediates and 3 advanced, and fifth grade has 2 intermediates and 5 advanced. Included in these groups are the 7 children with IEPs. Five of the IEP children are in self contained classes. One is in an Integrated Co-Teaching class (ICT), and 1 is in a General Education class. We have no SIFE students. The instructional plan would be to assess what level the student is closest to and place the student with the appropriate group of students. Students with advanced levels receive 180 minutes weekly, where the beginners and intermediates receive 360 minutes weekly. Groups have mixed grades because proficiency levels are similar. This is for ELL. We do not teach NLA. Native language content is not available in an English class. ELA instruction is delivered in their classrooms. This year we have 0 Long-Term ELLs. There are 6 ELLs who have been serviced 4-5 years. There are 42 ELLs who have been serviced 0-3 years. Native language support is given to those who need help. We have people on staff who speak Spanish, French, Haitian and Russian. There are parents who can translate to Urdu and Arabic.

The NYSESLAT scores show the pattern across the modalities that the students do better on the listening/speaking sections rather than

A. Programming and Scheduling Information

the reaing/writing sections. Students do better in speaking than listening. They do better in writing than reading in th lower grades. Students learn speaking skills before reading comprehension. This affects instructional decisions. Lessons are created to help the children acquire stronger skills in reading and writing. Time is given to speaking and to listening to others. There are more children on the advanced level in the upper grades because they have been in the country longer, usually, and have time to aquire more skills.

The goals of the ELL program are to provide academic instruction using ELL methodologies and instructional strategies. It is to assist students to achieve the level of proficiency. It is to help meet and exceed New York City and State standards. Content areas are worked on as well as English Language subjects. Vocabulary from social studies, science and math are introduced during content area lessons so the children are familiar with these terms in their classrooms and exams. All 4 modalities: listening, speaking, reading and writing, are used to strenghten the students' skills. Newcomer lessons are built on themes such as: colors, shapes, numbers, letters, clothing, school objects, time, food, weather and money. Vocabulary is enriched in topics such as these which are a necessity to daily conversations. Students learn through modeling, demonstrations, and practicing. Students who are here longer are encouraged to use prior knowledge and learning experiences in their writing on these and other topics. Antonyms, synonyms, homonyms, and homophones are encouraged as well. Main idea and details, sequence, inference, predictions and compare and contrast are skills that are worked on during class. Since we have many students speaking the same language, students are helped by their fellow classmates who speak the same language with peer conversations. If a child doesn't understand the subject then another student can translate for him. Long-Term ELLs have more rigorous lessons and their writing is more detailed using even more knowledge and experiences. If we have SIFE students, then we assess their level and allow them to sit with a lower grade during the literacy block so they can catch up on skills they have missed because of their interrupted formal education. Students who are special needs are assisted a little more individually, may have easier tasks according to their IEP levels, and be given a little more time to complete their tasks. Back in their own classrooms, students with disabilities are in a smaller class with more adults to assist. This is the least restrictive environment for them. Tests, especially state tests, are flexible with the time limits giving IEP students time and a half or double time. Some have questions read too. Curriculum and instruction are set up for students to realize their full potential to succeed. All learning accelerates the English language development. Teachers in self containd and ICT classes use specific strategies to help the ELL students. They may have a para in the room who is very helpful in sitting witht hose who need help in translating or reading. Some classes have Wilson Reading Program to assist with their students. Some use audio books so the student can see and hear at the same time. Many students help as peer translators or tutors so students help each other.

Courses Taught in Languages Other than English

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

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

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	**Intermediate**	**Advanced**
ESL instruction for *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	**Intermediate**	**Advanced**
ESL instruction for *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language 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%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
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.

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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
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?

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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
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?

Paste response 8-17.

Materials used include: Carousel of Ideas, Leap Pad Library, New Heights reading program, Rigby leveled books with topics such as: Animals, Seasons, Plant Growth, Celebrations and Food, Journeys English Language Learning through Science, Fairy Tale and Folktale Big Books, Sequence and Phonics puzzles, Flash grammar books, leveled workbooks such as: Speedy Spelling, Math Options, Hit the Ground Running (idioms), Just Right Reading, Math and Literature Connections, Approach and Connect Math, Connecting Vocabulary, Creative Ideas, Finish Line for ELLs and Writing Thesaurus. These books include the different content area subjects, as well as different levels. This enables the ELL teacher to teach a variety of subjects at a variety of different levels.

Standardized tests are offered to the ELL student in their native language. The pattern has been to take the tests in English and keep the translation on the side for assistance during the test. The Periodic Assessment is given three times a year. It is in English and is a good practice for the other tests. Since they take the assessments in English, this is what they become comfortable with on the other tests. These tests are analyzed to find the student's strengths and weaknesses and used to help direct instruction throughout the year. It has shown that students' scores go up as the year goes on.

There are also additional English programs for the ELL student. Some children have Academic Intervention Services (AIS) where they are learning how to read through the Fundations or Wilson programs. This is small group instruction using phonemic awareness, phonics and letter recognition. We have an after school Title 3 program for the students to have extra learning time four times a week. This is a program just for the ELL and FLEP (former LEP who get extra services for 2 years) students. This allows our ELL and former ELL students to have additional sessions for the content areas, which may include Science, Social Studies and Math, besides reinforcing language skills. Former ELL students receive time and a half for two years after they pass the NYSESLAT on state tests. This gives them transitional support when they are no longer receiving ELL services.

I don't know of any new programs this year. Due to budget constraints we are hoping to maintain the lebvel of support noted above. ELL students would be afforded equal access to any programs available in school. Whatever programs are offerred to our students are offerred to our ELL students as well. We have ongoing programs such as: Waterford, Leap Pad, Leap Track, Skills Tutor and New Heights for reading. We have: Math Fact Fluency, Skillstutor and Acuity for math. We have flexible grouping, shared reading, and read aloud following science and social studies lessons. Many classes requiring AIS in science are provided targetted support by their classroom teachers and in addition 70% are supported by an extra science class by our science specialist. Some of these programs are prescription in nature. They are matched to student age, grade and ability levels.

We don't have native language support or language electives. We don't have programs before school starts.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to question 1-3.

Mainstream teachers have professional development at our monthly faculty meetings and grade meetings throughout the year. Faculty meetings include the whole staff, school based support team, principal, and assistant principal. They are informed of the new techniques and strategies to be able to help the ELL students in their classrooms. Meetiongs usually touch upon all content areas. Information and notes from the meetings are also seen by the secretaries and parent coordinator. Secretaries and the parent coordinator have their own meetingss they go to outside our school. The parent coordinator, Julianna Primo, attended a series of professional development sessions where she became a Certified Interpreter fo school districts. She is fully able to communicate in oral and written Spanish. The ELL teacher goes to monthly workshops to learn and be able to articulate to the other teachers about differentiated instruction and new planning strategies. The ELL teacher invites the teachers to come to her room to articulate about their students and discuss new strategies for those who need extra help. In addition, the ELL teacher offers suggestions to staff regarding entry points for ELL students for literacy and math tasks. This is part of the 7.5 hours of training. Attendance is recorded at all meetings. The ELL teacher supports the staff by giving information about their new ELL students when they move from one grade level to the next. She hands out translated versions of middle school choice applications and helps with deadlines.

E. Parental Involvement

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

Paste response to questions 1-4.

We are coordinating, on a trial basis, a parent program this year to to teach English to our ELL parents. We anticipate serving 12-15 families some of whom will be parents of our ELLs. Our parent coordinator is available for parents with questions about our school and programs. She speaks Spanish and helps to make our Spanish speaking parents more comfortable. They call her when they have questions because they can speak to her in Spanish and feel good. This helps them out a lot. A packet of school information is given out to the newly enrolled ELL students in English and their language. The ELL teacher works closely with the parent coordinator to ensure the new families are invited to a tour of the school and to have a meeting to introduce the school and its programs. At the moment there are no free programs for parents in the area. We always have our ears open for possible events to invite our parents to. Our social worker speaks Haitian for those parents needing translations to Haitian Creole. He meets with the new Haitian students to make them feel comfortable when they first enter our school. He also works closely with their families. They call him when they have questions. So both our Spanish and Haitian Creole parents have someone they can call in our school and feel comfortable because the language barrier isn't an issue. Our Occupational Therapist speaks Russian for any parent who needs a translator. She has been a big help for the one Russian family we have.

A translation survey is given out to all families who speak another language. The parents have the option to receive school information, report cards, and other information in their own language. We give our students handouts in their languages by having DOE paperwork translated. If the DOE doesn't send us the translations then our parent coordinator sends it out for translations through the DOE. Parents are invited to attend PTA meetings and volunteer to help in our book sales, pumpkin sales, carnival and watch our monthly grade assemblies. When the parents participate they feel good about the school their children are in. Parents are invited to offered workshops. Learning Leaders provides parent workshops. Many attendees are parents of our ELL students. Parents have developed a positive rapport with our parent coordinator and social worker, making it easier for their needs to be known. Word of mouth also increases the number of parents making contact. Our school's parent coordinator also creates and distributes a survey to all families to determine topics for workshops.

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)	7	3	3	3										16
Intermediate(I)			4	1	3	2								10
Advanced (A)	4	3	3	4	3	5								22
Total	11	6	10	8	6	7	0	0	0	0	0	0	0	48

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3	3	2		8
4		6	2		8
5	4	1			5
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
3	2		7						9
4	1		6		2				9

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
5	3		2						5
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		2		6				9
8									0
NYSAA Bilingual Spe Ed									0

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

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

Paste response to questions 1-6 here

The school uses E-CLAS-2 and Fountas and Pinnell to assess the students' reading levels and growth. New ELLs score low but after some time they start to catch up to the other students. These tests give teachers a level that they can work with and strive to have the students reach higher levls for the next testing period. The ELL teacher works on phonics for the newcomers and younger grades to help with their reading skills.

The LAB-R in Kindergarten shows that some students don't speak English at all and some do but not quite ready to score out. They need help with lots of vocabulary and phonic skills. They need to be prepared for the NYSESLAT the following spring. The LAB-R is harder as the student is in higher grades. They are required to read and know grammar and vocabulary. it is easier to reach advanced on the LAB-R for Kindergarten than for the upper grades. Our Teacher Teams consider this data when setting team goals.

The NYSESLAT scores show a pattern of strength in the speaking skills, with lowest scores in writing. The ELL teacher works on these modalities to strengthen the students' skills as well as the listening and reading modalities. The ELL teacher is involved in analyzing the students as individuals and as groups to see what needs should be addressed. Instructional decisions are based on the levels of the groups the teacher has. Patterns across proficiencies and grades are that the student does better each year. The student does better as he gets older. It may be easy to reach advanced levels but to attain proficiency in the total test is extremely difficult. A score of almost perfect in each of the four tests is required which is not an easy thing to do even for the native English speaking student.

The grade 3 ELA scores for ELLs were: 3 on level 1, 3 on level 2, and 2 on level 3. The grade 3 Math for ELLs were: 2 on level 1,and 7 on level 2. So for grade 3 some children scored level 3 on ELA but none on Math. The grade 4 ELA scores for ELLs were: 6 on level 2 and 2 on level 3. The grade 4 Math scores for ELLs were: 1 on level 1, 6 on level 2, and 2 on level 3. So the grade 4 scores were the same for both ELA and Math. The grade 4 Science scores were: 1 on level 1, 2 on level 2, and 6 on level 3. They did well in Science. The grade 5 ELA scores for ELLs were: 4 on level 1 and 1 on level 2. The grade 5 Math scores for ELLs were 3 on level 1 and 2 on level 2. They did better in Math.

State tests are taken in English with the native language on the side to help with translations if the student wants it. We learn from the state tests and Periodic Assessments that the students are learning even if it may be at a slower pace than the rest of the class. These tests given two or three times a year show the strengths and weakmesses of the student. The ELL teacher uses these results to help plan instruction and articulates with the teachers of her students to help them plan instruction too. This is a good measurement to show that the ELL program is successful. The children who are here a few years do as well as the mainstream students on the state exams. Those who need extra help are offerred after school programs. Those who do poorly on the state tests go to summer school.

The native language is not used for the students.

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: P.S 203		**School DBN:** 22K203	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lisa Esposito	Principal		
Brian Sadowski	Assistant Principal		
Juliana Primo	Parent Coordinator		
Sheryl Cohen	ESL Teacher		
Robin White	Parent		
Angeline Victor/ Grade 5 ICT	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
Lori Skunca	Guidance Counselor		
Joanne Brucella	Network Leader		
Faigi Ackerman	Other Speech		
	Other		
	Other		
	Other		

CEP Appendix 7

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: 22K203 **School Name:** Floyd Bennett

Cluster: CFN **Network:** 210

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.

ATS is a first record of the students' languages based on the Home Language Surveys. The information from the survey is transferred to ATS. The ESL teacher copies and keeps as a record all surveys. The codes are then compared to the ATS records to see if they are aligned.
The school has created a parent survey to be administered early in the year to all students who speak another language to determine both the need for and the availability of translation services. This survey is a second record and is also completed by the parents. This gives them the opportunity to inform us that they need translation services on specific things such as parent handouts and report cards, etc. The ESL teacher keeps a record of what the parents need. The ESL teacher keeps the surveys that are returned.
The emergency cards very often have a second language listed if necessary. This would be a third record to show language preference.

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.

Surveys were distributed to and collected from families who indicated another language on the Home Language Survey. Those who requested to receive information in another language other than English will be able to receive written translations for the handouts that have been or will be distributed. Report cards are distributed in other languages as well so parents will be a part of how their children are doing in school. Teachers are notified which students don't speak English at home. Our primary languages are Spanish and Haitian. We have adults in the school who translate for children and parents when needed.

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.

The school makes sure notices go out to the ELL students when it comes in other languages. In addition, contracted Translation vendors will be called upon to provide translations of school wide notices. When individual communications are needed, the school has also enlisted the services of staff members who are able to write in the languages needed.

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.

As a result of the survey, a group of parents has been established to provide translations services at Parent Teacher Conferences. The Parent Coordinator also has the capability of accessing the Dept. of Education's Translation unit with oral interpretations, if need be. The school has purchased a translation device called "Talk and Listen". It will enable us to have up to three individuals translate the ongoings at meetings from English into the Native Language. In addition, we have purchased Talking Pen from Mantra Lingua, which is a device that enables our office staff to interact with families speaking languages other than English to identify their requests and provide service to them accordingly.

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.

The school identifies the children with another language through the Home Language Survey. Our ESL teacher ensures that those who require language assistance services are provided a copy, in their native language, of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. The school Safety Plan also contains procedures for ensuring that parents in need of language access services are not placed at a disadvantage in reaching the school due to language barriers. The Department of Education's Translation and Interpretation Unit and contracted vendors will be available to translate certain documents. Parents are notified of their rights to have translations available through signage at entrances to our school, main office and Parent Coordinator's office.

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: Floyd Bennett	DBN: 22k203
Cluster Leader: CFN 210/Mr. Charles Amundsen	Network Leader: Ms. Joanne Brucella
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: 2 # of certified ESL/Bilingual teachers: 0 # of content area teachers: 2

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: A Title III program will run from December 2011 through early April 2012 for a total of 16 weeks. It will include 2 groups of 10-15 student after school three days a week for an hour and a half each day. This will be offered to the ELL students in grades 2-5, about 30 students. All classes will be given in English. Scores range on the NYSESLAT from beginner to advanced. FLEP students from the last 2 years, approximately 6, will be invited too. Supplies will be purchased to help increase the ELL's skills in listening, speaking, reading and writing. Supplementary materials to be purchased with the Title III funds from Sussman Sales (Continental Press)are Chall- Popps Phonics, Practice Exercises in Basic Math and New York Content Reading in Science and Social Studies. These come in many levels for the different levels of the students. An ESL/BL certified teacher and a CB teacher will teach the program using a Team Teaching approach. The CB teacher will offer content instruction for part of each session to each class, and the certified ESL/BL teacher will push in to offer ESL support the other part of each session. The goal will be to improve the reading, math and NYSESLAT scores.

Part C: Professional Development
Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs. • rationale • teachers to receive training • schedule and duration • topics to be covered • name of provider
Begin description here: It is planned that the Title III teachers will be given the opportunity for professional development throughout this time period. Mainstream teachers have staff development at our monthly faculty meetings and throughout the year. They are informed of the new techniques and strategies to be able to help the ESL students in their classrooms. This is supplemental to the general school professional development. Title III will pay for per diem to cover the teachers participating in the PD sessions.

Part C: Professional Development
Skill of the Week lessons and tracking Sept 2011-June 2012 Professional Development 1-2x per month 45-60 minutes each during school day Sept 2011- June 2012 Monthly Grade Conferences focusing on entry points for literacy and math tasks Sept 2011-June 2012 Implementation of Waterford Early Reading Program (Grades K-1) Making Meaning (Grades K-5) Skills Tutor (Grades K-5) Sept 2011-June 2012 (continued from previous pages) Consultants will continue to be contracted to provide professional development for our staff in literacy and possibly in mathematics as well. Through their in-class demonstration lessons, collaborative planning, and mentoring, they will assist in ensuring that the implementation of the Common Core Curriculum is of high caliber. Grade meetings and teacher team meetings will occur twice a month throughout the year, and topics are differentiated based on a variety of factors (staffing position, grade, content area, etc.) Presenters are teachers, administrators, lead teachers or consultants—each selected for their area of expertise. Ongoing scaffolding of professional development in Writing Workshop with a focus on using accrued data to inform instruction and set goals• Inter-visitations, modeled lessons, collaborative planning opportunities, and curriculum mapping•

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: Our parent coordinator, Julianna Primo, is arranging to have available an ESL class for adults, which includes our ELL parents. There will be about 15 parents in the class. Parents were notified that a class was available by notices that were distributed in all of our languages. If non-English speaking parents learn how to communicate with their chlildren in English, that will help the children and parents both become more proficient. The parents are invited to meetings, assemblies and school events.

Part D: Parental Engagement Activities

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) • Per session • Per diem		
Purchased services • High quality staff and curriculum development contracts.		
Supplies and materials • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed.		
Educational Software (Object Code 199)	?????	
Travel		
Other		
TOTAL		