



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : P.S 205

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 20K205

PRINCIPAL: BETH GRATER EMAIL: BGRATER@SCHOOLS.NYC.GOV

SUPERINTENDENT: Karina Costantino

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Beth Grater	*Principal or Designee	
Nicole Ehrlich	*UFT Chapter Leader or Designee	
GerryLynn Haak	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Michelle Altamura	Member/Teacher	
Gulay Bayrasli	Member/Teacher	
Christine Kafkalas	Member/Teacher	
Joann Lentini	Member/Paraprofessional	
Elizabeth Civiletti	Member/Parent	
Beth DiCamillo	Member/Parent	
Maryann Mignano	Member/Parent	
Yin Cheng	Member/Parent	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To increase achievement in reading for all students including students in subgroups and students with disabilities in grades K – 5 through guided reading and Common Core Standards based driven instruction.

By June 2012, there will be a 2% increase in the number of students meeting or exceeding grade level benchmarks in reading as measured by the DRA.

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.

As indicated on the 2010 – 2011 Progress Report, 53.5% of students in grades 3 -5 are performing at level 3 or 4 on the NYS ELA exam.

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.
- Student work in grades K to 5 will be assessed monthly in ELA (running records) in order to plan instruction.
- Monitoring For Results 3 times a year.
- Planning sheets-whole, small and individualized for conference binders.
- Extended day, students grouped by level for reading.
- Professional development provided by coach, staff developer and Assistant Principals in the area of ELA.
- To incorporate the new Common Core Standards and Depth of Knowledge assessments into our curriculum maps.
- The ESL Teachers push-in daily during the Literacy Block to support ELLs with vocabulary development, reinforcement of the mini lesson, and differentiated instruction in guided reading instruction in grades K-5 from September 2011-June 2012.
- Afterschool ELL Academy.
- My Skills Tutor.
- One full-time and one part-time AIS provider will service students during the school day.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Parent workshops are offered twice a month. Topics include: Motivating your child to read and Preparing for the NYS ELA exam.
- Book of the Month is sent home with students to read and write a response with parents.

- Ongoing communication between the school and parents regarding students' performance and progress in reading.
- Bimonthly Newsletters including the Common Core Learning Standards being taught in ELA translated in several languages.
- Translations available for all meetings, workshops, and Parent Teacher Conferences.
- ELA Websites available to use at home by grade and level.
- Online books available from school library.

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.

We have had a zero turnover rate for new teachers hired in the past three years due to budget cuts. We utilize student teachers and student observers from Kingsborough College, Brooklyn College, Touro College, Mercy College, Wagner College and College of Staten Island.

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.
- C4E \$107,100 Reading AIS, \$27,900 Library Teacher. FSF \$1963,000 Teachers. Title III LEP\$35,910 Tues/Thurs. program. Title III Immigrant \$35,750 Incremental program TDB. Title I SWP\$110,000 (10%/5%) \$2,100 (skills tutor)DYO \$3,000 .

We will continue to use C4E, Fair Student Funding, Title III, Title I SWP, and DYO sources to support tasks related to this goal.

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

The percentage of students performing at or above proficiency in Math will increase by 2% by June 2012.

Data shows that 74% of our students are performing on Level 3 or 4 as measured by the NYS Math test last year. To increase this trend would be anything above 76% with an ultimate goal of 78%.

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.

As indicated on the 2010 – 2011 Progress Report, 73.6% of students in grades 3 -5 are performing at level 3 or 4 on the NYS Math exam.

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.
- Student work in grades K to 5 will be assessed monthly in Math (EM assessments) in order to plan instruction.
- Professional development provided by Assistant Principals in the area of Math.
- Design Your Own Math Assessments in Grades 3-5 are analyzed twice a year for planning small group instruction.
- Small group targeted instruction in grades 1-5 during extended day.
- Math For All professional development – grades K -2.
- My Skills Tutor.
- One part-time AIS provider will service students during the school day.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Parent workshops are offered twice a month. Topics include: Preparing for the NYS Math exam.
- Math web sites available by grade and level to be used at home.

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.

We have had a zero turnover rate for new teachers hired in the past three years due to budget cuts. We utilize student teachers and student observers from Kingsborough College, Brooklyn College, Touro College, Mercy College, Wagner College and College of Staten Island.

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.

Our school participates in a variety of programs that help support our academic goals. Programs such as Kids Can Cook, Monthly nutrition meetings with students and dietician, Common Cents Penny Harvest, Student Government elections and Bully Assembly Programs are implemented within our curriculum and coordinated with our instructional strategies. These programs support students' learning about everyday life experiences in an effort to meet the standards of preparing students for careers and college.

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.
- FSF \$1,318,000 Teachers. Title I SWP \$4,000 PD \$2,100 (skills tutor). DYO \$3,000

We will continue to use C4E, Title I SWP, Data Specialist and DYO sources to support tasks related to this goal.

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To increase communication between parents and the school. Last year the parent survey data shows that in the area of communication our parents rated us a 6.7. Our goal is to increase this by 2% in the 2012 Parent Survey.

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 2010 – 2011 NYC School Survey Communication score was 6.7 out of 10. Parent score of 7.3 and Teacher score of 6.0 identified communication as a need.

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.
- Bi-monthly Parent Workshops with translators.
- Parents receive a free gift such as a hard cover book or math manipulative.
- Translators at Parent Teacher Conferences, twice a year.
- Monthly school newsletters translated into all languages.
- Every other month Grade and Cluster newsletters translated into all languages.
- Class Websites.
- School aide makes daily contact with parents of students who are absent.
- Family Entertainment days.
- Family Fun Days.
- Book of the Month parent component.
- English for Parents three times a week using the Rosetta Stone.
- Parent Curriculum Conferences
- PTA Meetings – Student of the Month awards
- Monthly Breakfast With The Principal for students and parents

Strategies to increase parental involvement

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

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.

We have had a zero turnover rate for new teachers hired in the past three years due to budget cuts. We utilize student teachers and student observers from Kingsborough College, Brooklyn College, Touro College, Mercy College, Wagner College and College of Staten Island.

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.

Our school participates in a variety of programs that help support our academic goals. Programs such as Kids Can Cook, Monthly nutrition meetings with students and dietician, Common Cents Penny Harvest, Student Government elections and Bully Assembly Programs are implemented within our curriculum and coordinated with our instructional strategies. These programs support students' learning about everyday life experiences in an effort to meet the standards of preparing students for careers and college.

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.
- Title I SWP \$7,500 Parent Involvement. Title I Translation SWP \$2,100. TL Translation Services \$760.

We will continue to use Title I SWP, Translation, Title III, and ARRA sources to support tasks related to this goal.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Teachers will continue to use technology and media strategically and capably. Students will employ technology to enhance learning and acquire information.

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 Common Core Learning Standards have incorporated an increased use of Technology throughout the grades and across the curriculum.

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.
- 100% of classes in Pre-K through grade 5 will receive technology instruction. In addition, we have laptop carts for grades K, 3, 4 and 5, and a laptop cart shared between grades 1 and 2.
- Students in grades 3-5 will learn how to search and access the internet.
- All teachers will receive professional development in using Interactive White Boards.
- Using a variety of digital environments and media (cameras, scanners, white boards, movie cameras and web based applications) to teach students to interact, collaborate and publish with peers, teachers and others.
- Science Technology using Rolling Science lab cart.
- The New Common Core Standards will be incorporated into our curriculum maps.
- IIM-The Independent Investigation Method.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Websites in all subject areas by grade and level available in school and at home
- Parent workshops are offered twice a month. Topics include: Websites Available to Students; Accessing ARIS

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.

We have had a zero turnover rate for new teachers hired in the past three years due to budget cuts. We utilize student teachers and student observers from

Kingsborough College, Brooklyn College, Touro College, Mercy College, Wagner College and College of Staten Island.

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.

Our school participates in a variety of programs that help support our academic goals. Programs such as Kids Can Cook, Monthly nutrition meetings with students and dietician, Common Cents Penny Harvest, Student Government elections and Bully Assembly Programs are implemented within our curriculum and coordinated with our instructional strategies. These programs support students' learning about everyday life experiences in an effort to meet the standards of preparing students for careers and college.

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.
- FSF \$157,436 Teachers. Title III \$2,800 Award Reading Program. Title I SWP \$4,200 My Skills Tutor Software. \$8,000 Hardware. \$4,800 Smart Board/ Computers.

We will continue to use Title I SWP and Fair Student Funding sources to support tasks related to this goal.

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

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.

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.

Strategies to increase parental involvement

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

Strategies for attracting Highly Qualified Teachers (HQT)

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

Service and program coordination

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

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.

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	0	0	N/A	N/A	4	0	0	0
1	74	0	N/A	N/A	13	0	0	0
2	33	13	N/A	N/A	5	0	0	0
3	57	42	N/A	N/A	5	0	0	0
4	51	66	0	0	4	0	2	0
5	48	57	0	0	4	0	0	0
6								
7								
8								
9								
10								
11								
12								

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	Programs include: Guided Reading and Soar to success. Services are delivered via small group instruction and one-to-one during the school day as well as during extended day.
Mathematics	Programs Include: guided Math groups. Services are delivered via small group instruction during the school day as well as during extended day.
Science	N/A
Social Studies	N/A
At-risk Services provided by the Guidance Counselor	Services are delivered during the school day through the use of small group interactions, conversations and role playing.
At-risk Services provided by the School Psychologist	N/A
At-risk Services provided by the Social Worker	Services are delivered during the school day through the use of one-to-one conversations and small group interactions, conversations and role playing.
At-risk Health-related Services	N/A

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

P.S. 205 Parent Involvement School Plan

P.S.205 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
- Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child's learning;

- That parents are encouraged to be actively involved in their child's education at school;
 - That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.
1. P.S.205 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
Action: The School Leadership Team will act as a consultative body for development of the school parental involvement plan.
 2. P.S.205 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
Action: The School Leadership Team will act as a consultative body to involve parents in the process of school review and improvement.
 3. P.S.205 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
Action: We will report to parents on their children's progress regularly, allow parents to have access to school personnel for conferences and allow for open access to the school to observe program activities. In addition, we will increase the number of parent workshops to offer support to parents in working with their children at home, include instructional information at PTA meetings to increase parent participation, and provide translators to facilitate communication.
 4. P.S.205 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs:
Action: Upon selection of students who will receive academic interventions, parents will be given the opportunity to observe a lesson between their child and teacher. This opportunity will allow parents to view firsthand the kind of instruction their child will receive. They will be provided with instructional strategies that they can use at home with their child.
 5. P.S.205 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. (List actions, such as describing how the evaluation will be conducted, identifying

who will be responsible for conducting it, and explaining what role parents will play)

Action: A survey will be conducted to collect data from parents with regard to participation by parents in parental involvement activities offered throughout the school year. In addition, an evaluation of the effectiveness of our parental involvement policy will be included.

6. P.S.205 will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph
 - i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators:
 - Pamphlet (in English and translated versions) that provide instructional information
 - Homework Help Ideas (in English and translated versions)
 - Resource Information (in English and translated versions)
 - Annual workshops on state assessments will be provided in addition to workshops held on ARIS our DY0 in ELA and Math. Curriculum Conferences will also inform parents of grade wide standards and curriculum components.
- a. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
Action: Parents will receive bi-monthly newsletters outlining the units of study. Dial-A-Teacher parent workshops are also provided to facilitate with daily homework. These methods will help parents in supporting their child's academic success. Parent Workshops are offered twice a month in all areas of education based on parent surveys.
- b. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
Action: Our Parent Coordinator will meet regularly with staff members to communicate common parental concerns and provide strategies for effective and increased parental outreach efforts.

- c. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
Action: A parent lending library will be established for literacy and mathematics. This will allow parents to borrow books related to their child's curriculum.
- d. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
Action: All school communications to parents will be sent in English and translated versions and translators will be provided at all P.T.A. meetings.

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

School Goals for Parental Involvement

- We will meet regularly with parents to explain school programs and activities. Meeting times will be varied to support parent attendance
- We will report to parents on their children's progress regularly
- Parents will have access to school personnel for conferences
- We will send monthly school newsletters and bi-monthly grade newsletters with translations.
- Parents will have open access to the school to observe program activities
- We will increase distribution of instructional resources for parents which may include handbooks, homework helper ideas, resource information, etc.
- Parents will maintain an active role on the school leadership team
- We will increase the number of parent workshops offered to parents to provide support for parents in working with their children at home
- We will provide translators at all P.T.A. meetings
- We will increase the use of translated correspondence to parents
- We will continue offering parent ESL classes
- We will offer school and class websites

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by attendance at school leadership. This policy was adopted by the Clarion School on

9/20/11 and will be in effect for the period of 2011-2012. The school will distribute this policy to all parents of participating Title I, Part A children on or before January 31, 2012.

SCHOOL-PARENT COMPACT

School-Parent Compact:

P.S.205, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2011-2012

School Responsibilities

P.S.205 will:

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

- We will provide high quality curriculum and instruction to all students using small group, large group, and individualized instruction in order to enable all students to meet the State's academic achievement standards.
- 2. Hold parent-teacher conferences (at least twice annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held both in the daytime and evening to enable the greatest possible parent participation.
- 3. Provide parents with frequent additional reports on their children's progress. Specifically, the school will provide three formal reports (report cards). Frequent reports to parents on their child's progress will be made available through Grow reports, Princeton Review, and informal teacher assessment.
- 4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents during daily preparation periods, as well as designated parent teacher conferences and parent curriculum conferences days. Teachers are available by phone or by individualized appointments during daily preparation periods.
- 5. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents during daily preparation periods, as well as designated parent teacher conferences and parent curriculum conferences days. Teachers are also consistently available by phone or by individualized appointments.
- 6. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities during Parent Week, monthly assemblies and writing celebrations.
- 7. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
- 8. Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
- 9. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (P.S.205 being a SWP school services all students with Title I funds), and will encourage them to attend.

10. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
11. Annually provide to parents during September curriculum conferences information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
12. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
13. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
14. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

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

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Participating in my child's classroom activities as needed.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

SIGNATURES:

BETH GRATER, PRINCIPAL

PARENT/GUARDIAN

STUDENT NAME _____ **CLASS** _____

DATE _____

**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 C. Groll/ N. Opromalla	District 20	Borough Brooklyn	School Number 205
School Name Clarion			

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

Principal Beth Grater	Assistant Principal Jessica Riccio
Coach Feiga Mandel	Coach type here
ESL Teacher Tara McGuigan	Guidance Counselor Sharon Oberstein
Teacher/Subject Area Liya Fradkin/ESL	Parent type here
Teacher/Subject Area Cigdem Kuran/ESL	Parent Coordinator Joyce Fisher
Related Service Provider type here	Other type here
Network Leader Neal J. Opromalla	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	5	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	2	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	937	Total Number of ELLs	287	ELLs as share of total student population (%)	30.63%
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Part II: ELL Identification Process

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

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

Paste response to questions 1-6 here

When students first enroll to P.S. 205, they are screened by a trained ESL teacher. The ESL team is composed of five teachers of which three are bilingual and fluent in a second language. Ms. Fradkin and Ms. Vidokle are Russian speakers, Ms. Kuran is a Turkish speaker. Ms. Grana and Ms. McGuigan are English speakers. When the student arrives at our school, the school secretary calls one of the ESL teachers to come and discuss the home language with the family. She matches the family's language with the ESL teacher who speaks that language. When it's not possible to make that match due to an absence or other reason, one of the English speaking ESL teachers is called along with a translator. After this initial step, the ESL pedagogue conducts an interview with the parent and child to determine the child's home language and the appropriate Home Language Identification Survey is given to the parent for completion. As soon as the parent completes the form, the ESL teacher determines if the child is eligible for testing with the Language Assessment Battery-Revised edition. This test determines their English proficiency level. If the child scores below proficiency on the LAB-R he or she becomes eligible for state-mandated ELL services. Spanish speaking students are also administered the Spanish LAB. If parents do not choose an ELL program, the default is bilingual education. Once students are identified as ELLs, they are administered the New York State English as a Second Language Test in the spring. Students who score below proficiency continue receiving ELL services. Students who score at or above proficiency are considered former ELLs. Prior to the administration of the NYSESLAT, the testing coordinator, Mrs. O'Neill as well as the ESL team, Ms. Fradkin, Ms. Vidokle, Ms. Kuran, Ms. Grana and Ms. McGuigan work as a team to ensure that all ELLs receive the NYSESLAT annually. Steps taken include using the R-LAT to determine their previous NYSESLAT score if applicable as well as ARIS to determine a child's ELL status. The four components of the NYSESLAT are administered on separate days following these procedures: The five ESL teachers administer the speaking component to the students they service. The listening, reading and writing components are administered on three separate days by both the classroom teachers and ESL teachers. Testing accommodations are adhered to for those students who are eligible.

During the beginning of the school year, the ESL teachers along with administrative support and our parent coordinator, Ms. Fisher, hold at least one parent orientation meeting. Its purpose is to inform parents of the three program choices. Parents are provided agendas and asked to sign in. The Orientation Video for Parents of English Language Learners is viewed by parents first in English and then in their native language. They are divided by language in the school auditorium for the second viewing. They are given a Parent Survey/Program Selection Form also known as Appendix D and a parent brochure. Both these documents are in their native language. If a parent's home language is not available, a translator helps facilitate this process. If a child registers during the school year, the ESL pedagogue follows this process but in a one-on-one meeting right after the student is identified as an ELL. The ESL teacher provides the parent with the documents and they view the video in the parent coordinator's office. The parent can ask questions and have discussions with the ESL teacher and or translator. Parents can select a Transitional Bilingual Program with native language instructions that descends in intensity from first language to second language. Parents can also choose a Native Language Program where instruction is delivered in English and Native language at a 50% rate for each. Lastly, parents can choose a Freestanding ESL Program where instruction is given in English 100% of the time. The parent can then make their selection. We strive to retain all documents by going through this process on the day of registration. The student is placed into an ELL program based on their level of

proficiency and parent selection. If parents do not choose an ELL program the default is bilingual education. For parents who choose an ELL program, placement letters are distributed. Records of students that received placement letters are maintained using a checklist created by the ESL team. In both cases, namely the beginning or during the school year, the parent is given an entitlement letter based on their choice and within ten days of registering. Entitlement records are maintained in the ESL coordinators room in a separate binder allocated for each grade. The original Parent Survey and Program selection Forms are stored in each child's respective Cumulative Record folder attached to the Home Language Survey. Copies of these forms are maintained in a binder in the ESL coordinators room. Using the R-LAT which has the child's May NYSESLAT scores, continued entitlement letters are distributed. Records of these entitlement letters are maintained in the ESL coordinators room via a checklist. For the past few years, between 90 and 95% of parents of P.S. 205 ELLs are selecting, The Freestanding ESL Program. Our program model is aligned with parental choice.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes*	No*	If yes, indicate language(s): Yiddish
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														To
	K	1	2	3	4	5	6	7	8	9	10	11	12	t #
Transitional Bilingual Education (60%;40% → 50%;50% → 75%;25%)	1		1		1	1								4
Dual Language (50%;50%)														0
Freestanding ESL														
Self-Contained	0													0
Push-In	6	6	6	6	4	4								32
Total	7	6	7	6	5	5	0	0	0	0	0	0	0	36

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	287	Newcomers (ELLs receiving service 0-3 years)	208	Special Education	74
SIFE	3	ELLs receiving service 4-6 years	79	Long-Term (completed 6 years)	0

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

ELLs by Subgroups

	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	11		11	10		10				21
Dual Language										0
ESL	197	3	36	69		16				266
Total	208	3	47	79	0	26	0	0	0	287

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	7	2	7	4	1								21
Other														0
TOTAL	0	7	2	7	4	1	0	21						

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

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	17	14	12	11	16	8								78
Chinese	31	28	7	20	23	13								122
Russian	1	2		3	2									8
Bengali	1													1
Urdu	3	1	1	1	2									8
Arabic	4	4	5	5	2									20
Haitian														0
French														0
Korean														0
Punjabi														0
Polish	1			1		1								3
Albanian	2	3	1	3	1									10
Other	3	3	2	5		3								16
TOTAL	63	55	28	49	46	25	0	266						

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Paste response to questions 1-7 here

Paste response to questions 8-17 here

P.S. 205 is committed to provide a high quality education to all students both in general education as well as special education. Our school population is composed of 937 students. 30.63% of the student population are English Language Learners. P.S. 205 currently has four bilingual Yiddish classes in special education. Students in the Bilingual Yiddish classes are instructed in both English and Yiddish. The remaining ELLs are serviced in heterogeneously grouped classes via the push-in model. Each of the five ESL teachers are assigned to a particular grade which they service via the push-in model. The students who are Beginner and Intermediate receive 360 minutes of service per week. The Advanced students receive 180 minutes of service per week. The ESL teacher pushes-in to the classrooms for ELA- during reading, writing and word work. The classes that have ELL students are grouped by proficiency. Thus the beginner and intermediate students are grouped together and the advanced are grouped separately. Based on the number of classes of beginner and intermediates and advanced ELLs the ESL teacher pushes into those rooms either 360 minutes per week (one hour per day as well as an additional hour throughout the week) or 180 minutes per week (three hours per week) during the literacy block/ELA. The literacy block incorporates teaching content through literacy. Using the IIM approach students conduct research in both English and their Native Language. Children are allowed to use dictionaries that are in English and their Native Language. Students are paired with volunteers who speak their native language to support them. ESL teachers provide content area support by providing students with resources that support their proficiency level. The language used in these classrooms is English. Students are taught with an emphasis on vocabulary of the content being taught as well as through the use of modified language structures and visual aids. Math instruction is conducted in English and support is given to the students in their native language by a student volunteer that speaks their language.

ELLs take the State tests (besides for the ELA test) in their native languages if it is available. The directions are read to the students. Teachers assess the Bilingual Yiddish students both formally and informally in Yiddish through observations and checklists as well as through the NYSAA activities.

P.S. 205 addresses the needs of SIFE students by providing them with additional instruction during the extended day program. In order to address the needs of ELLs in U.S. schools for less than three years, P.S. 205 incorporates the use of an after-school program for ELLs as well as the use of Award Reading; a computer based program focusing on literacy and language development. Additionally, P.S. 205 uses Rigor; a content based program to address the needs of these students. Special needs students who are identified as ELLs receive ESL services via the push-in model and co-teaching.

A. Programming and Scheduling Information

The instructional plan for ELLs includes the use of the Push-in model, collaborative teaching, guided reading, small group instruction, extended day, Imagine Learning Program, and the Award Reading Program. These models and programs are used for both newcomers and ELLs receiving services for 4-6 years in different intensities depending on the child's level of english proficiency.

Long-Term ELLs receive small group instruction and guided reading. They are also placed in the extended day program and placed in the after school programs. They are targeted for intervention services.

Our school ensures ELL-SWDs receive all services mandated on their IEPs by reviewing the child's schedule to make sure none of the services a child receives conflicts with another service. ELLs whose IEP mandates bilingual instruction are either placed in a Yiddish bilingual class or are given a paraprofessional who speaks their native language.

P.S. 205 ensures that flexible programming is used to maximize time spent with non disabled peers by mainstreaming ELLs with disabilities in general education classrooms throughout the day.

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

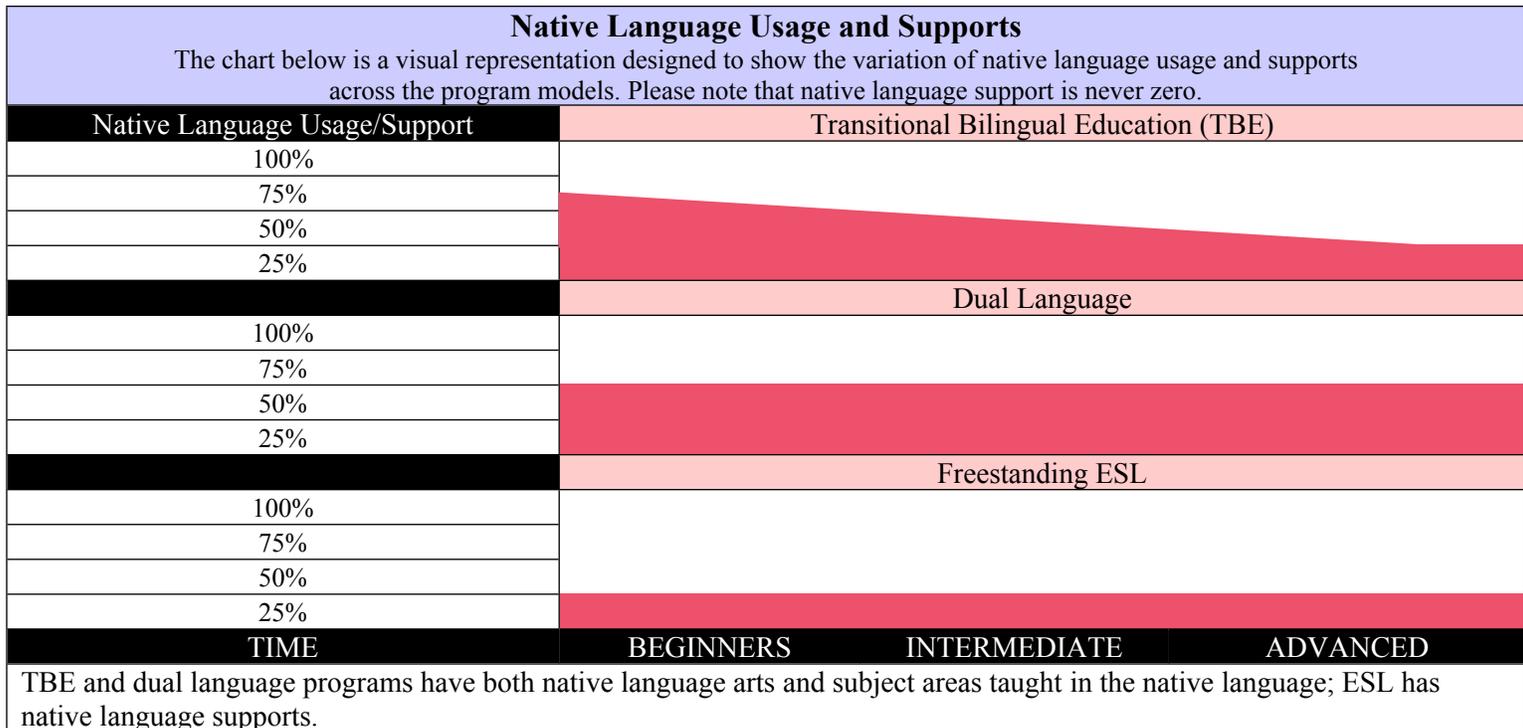
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

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

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

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



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

Paste response to questions 8-17 here

In order to meet the individual needs of targeted ELLs in need of intervention programs, P.S. 205 groups students by areas of need for instruction in ELA, Math and the content areas. In the area of ELA, students are given additional instruction in guided reading via an AIS teacher. In the area of math, students are given additional instruction via an AIS teacher who provides small group instruction. In order to continue transitional support for ELLs reaching proficiency on the NYSESLAT, these students are placed in the push-in model classrooms. Although, they are not targeted for ESL services, they are still in the classroom with the extra support of an ESL teacher.

The programs and initiatives that P.S. 205 incorporates for ELLs have been extremely successful as our NYSESLAT scores indicate.

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 to questions 8-17 here

In order to meet the individual needs of targeted ELLs in need of intervention programs, P.S. 205 groups students by areas of need for instruction in ELA, Math and the content areas. In the area of ELA, students are given additional instruction in guided reading via an AIS teacher. In the area of math, students are given additional instruction via an AIS teacher who provides small group instruction. In order to continue transitional support for ELLs reaching proficiency on the NYSESLAT, these students are placed in the push-in model classrooms. Although, they are not targeted for ESL services, they are still in the classroom with the extra support of an ESL teacher.

The programs and initiatives that P.S. 205 incorporates for ELLs have been extremely successful as our NYSESLAT scores indicate. Former ELLs still receive the test accommodations, time and a half, for two years. Currently, P.S. 205 will continue utilizing the programs that are in place and will not discontinue anything.

ELLs are offered equal access to all school programs. ELLs are invited to participate by receiving a letter inviting them to attend the programs. All intervention and enrichment programs are open to all students in P.S. 205 including ELLs. Our students are grouped heterogeneously during the school day. Title III funding is used for the ELL after-school program where students are grouped by need. ELLs fully participate in the program because it is an ESL based program. The after-school program uses Award Reading to improve the ELLs proficiency in English. The smartboard is used to support to the ELLs with the program. Additionally, Imagine Learning, a computer based program that tracks each child's needs individually.

P.S. 205 utilizes a variety of instructional materials to address the various needs of its ELL population. Instructional materials, including technology, include Smartboards, Elmos, Award Reading, Rigor, Native Language Libraries, Leapfrog, English Picture Dictionaries and Rigby, On Our Way to English.

ESL instruction is given in English with support from the teachers and peers. Native language support is given in our Bilingual Yiddish classes through instruction in both Yiddish and English. Some students have a paraprofessional who speaks their native language as an extra support. Native Language materials include native language libraries, dictionaries in English and their native language, and student volunteers who speak their native language. All of P.S. 205's support services for ELLs and resources utilized correspond to ELLs ages and grade levels. For reading students are grouped and serviced by Fountas and Pinell levels as opposed to grade levels. Students language needs are taken into consideration as well. Students are taught the content areas by their current level using differentiated instruction taking into consideration their reading level and English proficiency.

In order to assist newly enrolled ELLs before the beginning of the school year, the classroom teachers as well as the ESL teachers spend a few days on curriculum mapping and modifying instruction for ELLs through the use of appropriate language structures. Newly enrolled ELLs are targeted for extended day services, as well as AIS services throughout the school day. Parent workshops are organized to meet the needs of the newly enrolled ELLs ie. homework tips, reading to your child at home in both English and Native Language.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

All teachers at P.S. 205 receive 7.5 hours of ELL training. The 7.5 hours of ELL training are given throughout the school year on the Chancellor's Conference days for staff development. For the first two Chancellor Conference Days in September two hours are given each day for ELL training. During the Chancellor Conference Days on Election Day and Brooklyn Day, classroom teachers are given professional development on the best practices for ELLs. The ESL teachers also turn key professional development in modified guided reading using the grammar focus to classroom teachers. Records of these professional development meetings are kept in the principal's office. The ESL Department joins for professional development along with our General education teachers, paraprofessionals, bilingual teachers, the literacy coach, and the assistant principals which focus on the CCLS. Our focus for ELLs continues on perfecting our instruction through the use of Modified Guided Reading for ELLs as well as modifying the language structures, including a language stem for the genre elements to make them accessible for ELLs. P.S. 205 incorporates the use of departmentalized classes in grades 2-5. Teachers on a grade will pair up, with one teacher teaching literacy while the other teaches content and mathematics. This approach allows for all students including ELLs to transition easily from elementary to middle school while being prepared for the structure of middle school. Teachers receive ongoing support in teaching their subject area during professional development periods and cross grade meetings. Speech teachers, occupational/physical therapists, psychologists, guidance counselors, and the parent coordinator collaborate with classroom teachers, bilingual teachers, ESL teachers, and assistant principals to learn best practices shared during professional development to address the language needs of ELLs. Records of these agendas and attendance sheets are kept in a PD binder.

E. Parental Involvement

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

Paste response to questions 1-4 here

P.S. 205 is committed to developing a close partnership with parents. Monthly parent workshops for both early childhood and upper grades give parents the opportunity to be involved in their child's education. Workshops are based on the needs and requests of parents via questionnaires, asking parents what they would most like to be informed on and surveys. Translators are provided to translate these workshops as they are being given. They incorporate topics such as getting students prepared for State assessments, knowing the CCL Standards and where a child should be by the end of the year, homework tips and becoming familiar with the curriculum and approaches to teaching that are being utilized in the classroom. Community based organizations such as the Brooklyn Chinese Association provide the services of an after-school program for the students and their families. Classroom teachers invite parents to publishing parties to celebrate student work. Parents of all children including those of ELLs attend monthly P.T.A. meetings. Parents are invited to open school week as well as orientations with the classroom teachers in the beginning of the school year. P.S. 205 collaborates with Marquis Studio in the delivery of parent workshops to our parents. Our parent coordinator encourages parents to attend these meetings through fliers and reaching out to parents on a daily basis. Translators are provided at all workshops. Parents are also offered English classes using Rosetta Stone.

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1. Describe parent involvement in your school, including parents of ELLs.
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3. How do you evaluate the needs of the parents?
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Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	32	29	7	12	11	4								95
Intermediate(I)	10	19	6	16	11	5								67
Advanced (A)	21	7	15	21	24	16								104
Total	63	55	28	49	46	25	0	0	0	0	0	0	0	266

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	4	2	1	2	1	0							
	I	12	2	4	2	1	2							
	A	22	14	13	12	8	11							
	P	14	7	25	21	12	15							
READING/ WRITING	B	25	6	7	5	2	1							
	I	18	4	14	9	5	3							
	A	9	12	22	23	15	12							

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	P	0	3	0	0	0	12							

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	11	21	7	1	40
4	6	14	10	0	30
5	5	20	1	0	26
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	7	2	19	3	12	1	0	0	44
4	4	0	5	0	12	1	8	2	32
5	1	0	5	0	12	4	3	3	28
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	0	8	0	13	0	9	0	31
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				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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

P.S. 205 uses the DRA2 to assess the early literacy skills of our ELLs. The DRA2 assesses the students' oral reading skills, fluency, decoding, and comprehension skills. Based on their DRA2 levels and specific results, children are grouped based on levels as well as language needs. The data is looked at 3 times a year and is used as a tool for planning instruction.

The staff members involved in analyzing patterns across NYSESLAT modalities are the ESL Department, the data specialist, and classroom teachers of students who receive ESL services. An analysis of proficiency levels of the LAB-R shows that lower grades (kindergarten, first and second) have a greater concentration of beginner and intermediate ELLs. Whereas the upper grades (three, four and five) have lesser amounts in these two proficiency levels. There's a moderate number of advanced level students in the lower grades and lower numbers in

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. 205

School DBN: 20K205

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Beth Grater	Principal		
Jessica Riccio	Assistant Principal		
Joyce Fisher	Parent Coordinator		
Tara McGuigan	ESL Teacher		
GerryLynn Haak	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
Feiga Mandel	Coach		
	Coach		
Sharon Oberstein	Guidance Counselor		
Neal J. Opromalla	Network Leader		
	Other		

**BUDGET PLAN FOR TRANSLATION/INTERPRETATION SERVICES
2011-2012**

District: 20 School: PS 205, The Clarion School Allocation: \$4,266

Name of Person Preparing the Form: Leonie Forde, Assistant Principal

Telephone Number: (718) 236-2380

Principal's Signature: _____

Written Translation Needs Assessment

Our assessment of written translation needs and our major findings are based on the analysis of data as described in our 2011-2012 Comprehensive Educational Plan (CEP).

Our assessment of written and oral translation needs and our major finding are based on the analysis of data as described in the School Statistics and Budget Report. Data indicates that 31% of our student population consists of English Language Learners, with 22% Hispanic and 45% Asian. Chinese is the dominant language. PS 205 services students in 4 Bilingual Yiddish classes. Our student population also includes students whose dominant home languages are Albanian, Arabic, Bengali, Cantonese, Hebrew, Mandarin, Russian, Spanish, Tadjik, Yiddish,

Goal

Our goal is 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.

Proposed Written Translation Services

PS 205 has a richly diversified staff and student population. Several of our special education students have IEP mandated Alternate Placement Paraprofessionals who speak, read and write a variety of languages. Many of our teachers also have a second language, some of which include the languages of our students and parents.

Our plan is to employ some of these bilingual paraprofessionals at a per session rate, to translate important notices and correspondences that are sent home.

Oral Interpretation Needs Assessment

Parents whose dominant language is other than English, frequently come to school for meetings such as Parent Teacher Conferences and IEP conferences. In order to provide better communication of information to these parents, we would need interpreters in the language of the parent. Communication could include information about the school's academic program and student's participation, as well as information about a student's academic performance and approaches to increasing achievement. Other areas we would need to communicate to the parent are to enhance parents' understanding of data, academic standards assessments and tests, and to increase overall parent participation in school activities.

Our plan is to employ these bilingual paraprofessionals at a per session rate, to provide translations during PTA meetings, and sometimes IEP conferences.

Goal

Our goal is 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.

Proposed Oral Interpretation Services

We plan to provide oral interpretation services to parents whose home language is other than English. We propose to post positions for per session employment of paraprofessionals to provide interpretations to parents at various meetings as described earlier. We also propose to hire interpreters for our afternoon and evening Parent Teacher Conferences through Legal Interpretation Services (LIS), which is a New York City Department of Education, (NYCDOE) approved vendor.

Budget Narrative

We will use our allocated funds in the amount of \$4, 266 as described below. As described in the School Allocation Memorandum NO. 46 FY11, we will be allocated 50% of our total allocation at this time which we will utilize for our **first** Parent Teacher Conference. This is a total of \$2, 133.

Budget Category	Explanation
------------------------	--------------------

Purchased services such as contractual translation or interpretation services for both PM sessions (1-3 and 5:30-7:30) of parent teacher conferences, 2 times during the school year.

1st Parent Teacher Conference

(1:00 - 3:00pm)

Two Chinese interpreters would be hired for two hours at the rate of \$81 per hour. = \$162
 $\$162 \times 2 = \324

One Spanish interpreter would be hired for two hours at the rate of \$47 per hour. = \$94
 $\$94 \times 1 = \94

One Albanian Interpreter would be hired for two hours at the rate of \$75 per hour. = \$150
 $\$150 \times 1 = \150

(5:30 - 7:30pm)

Two Chinese interpreters would be hired for Two hours at the rate of \$81 per hour. (\$162)
 $\$162 \times 2 = \324

One Spanish interpreter would be hired for Two hours at the rate of \$47 per hour. = \$94
 $\$94 \times 1 = \94

One Albanian Interpreter would be hired for two hours at the rate of \$75 per hour. = \$150
 $\$150 \times 1 = \150

TOTAL = \$1, 136

2nd Parent Teacher Conference

(1:00 - 3:00pm)

Three Chinese interpreters would be hired for two hours at the rate of \$81 per hour. = \$162
 $\$162 \times 3 = \486

Two Spanish interpreters would be hired for

We will hire interpreters during our evening Parent Teacher Conferences, through **Legal Interpretation Services, (LIS)** which is a New York City Department of Education, (NYCDOE) vendor.

<p>two hours at the rate of \$47 per hour. = \$94 \$94 x 2 = \$188</p> <p>One Albanian Interpreter would be hired for two hours at the rate of \$75 per hour. = \$150 \$150 x 1 = \$150</p> <p>(5:30 - 7:30pm)</p> <p>Three Chinese interpreters would be hired for Two hours at the rate of \$81 per hour. (\$162) \$162 x 3 = \$486</p> <p>Two Spanish interpreters would be hired for Two hours at the rate of \$47 per hour. = \$94 \$94 x 2 = \$188</p> <p>One Albanian Interpreter would be hired for two hours at the rate of \$75 per hour. = \$150 \$150 x 1 = \$150</p> <p>TOTAL = \$1, 648</p> <p>TOTAL of both PTCs = \$2,784</p>	
<p><u>Paraprofessionals:</u></p> <p>Per session positions for paraprofessionals to provide <u>translations and interpretations</u> for parents.</p> <p><u>1st Parent Teacher Conference:</u></p> <p><u>Paraprofessional bulk jobs:</u> Three paraprofessionals speaking Arabic, Cantonese, and Spanish to provide interpretation services for a total of three hours (1hr. each) at a rate of \$31.55 per hour. (\$31.55 x 3 = \$94.65) \$94.65 x 3 = \$283.95</p> <p><u>2nd Parent Teacher Conference:</u></p> <p><u>Paraprofessional bulk jobs:</u></p>	<p>Paraprofessionals would be hired at a per session rate, as per the collective bargaining agreement.</p> <p>They will provide interpretation services at <u>both</u> Parent Teacher Conferences for parents whose dominant language is other than English.</p>

<p>Three paraprofessionals speaking Arabic, Cantonese, and Spanish to provide interpretation services for a total of three hours (1hr. each) at a rate of \$31.55 per hour. ($\\$31.55 \times 3 = \\$94.65$) $\\$94.65 \times 3 =$ \$283.95</p> <p>Per session rate as per collective bargaining agreement. \$31.55 for paraprofessionals.</p> <p>Total: \$567.90</p>	
<p>Supplies and Materials</p> <p>Paper and printer ink at a proposed budget of \$914.10 .</p> <p>Total: \$1,482</p>	<p>Paper to print translated copies of documents sent or given to parents. Documents include letters, other agendas, notices and consent forms.</p>
<p>Local travel for staff providing translation/interpretation services</p> <p>N/A</p>	<p>N/A</p>
<p>Totals TL Translation Services</p> <p>Title 1 Translation Services $\\$2,133 \times 2 = \\$4,266$</p> <p>TOTAL: \$4,266</p>	



Title III Immigrant Funds Supplemental Program for Immigrant Students

Application for Immigrant Funding

Requirements: Title III, Part A - Immigrant Funds can be used for activities that provide enhanced instructional opportunities for immigrant students, which include:

- family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children
- support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant students
- provision of tutorials, mentoring, and academic or career counseling for immigrant students
- identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds
- basic instructional services, including costs for additional classroom supplies, transportation costs, or other costs directly attributable to such services
- other instructional services designed to assist immigrant students to achieve in elementary and secondary schools in the United States, such as programs of introduction to the educational system and civics education
- activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant students by offering comprehensive community services

Funding follows similar guidelines for Title III funds established by the Office of English Language Learners (OELL) and can only be used to provide supplementary services to ELLs and immigrant students. Priority areas for the use of Title III, Part A - Immigrant Funds are as follows:

- developing new and/or enhancing programs for **immigrant students from the Caribbean countries where English is spoken as a dialect**
- developing new and/or enhancing programs for newcomers
- developing new and/or enhancing Transitional Bilingual Education programs
- developing new and/or enhancing Dual Language programs
- improving teaching and learning in core subject areas for immigrants
- implementing strong student supports to increase graduation rates for immigrants

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

Directions: Please complete the Title III - Part A, Immigrant Program application below. Completed applications must be submitted by November 30, 2011 via email to TitleIIIImmigrantPlans@schools.nyc.gov.

Part A: School Information	
Name of School: P.S. 205 The Clarion School	DBN: 20K205
Cluster Leader: Christopher Groll	Network Leader: Neil Opromalla
This school is (check one):	
<input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> 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 immigrant students (including ELLs) to be served: 130

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: 20

Describe the direct supplemental instruction program in the space provided below. Description should include:

- Rationale
- Subgroups and grade levels of students to be served
- Schedule and duration
- Language of instruction
- Number and types of certified teachers
- Types of materials

Begin description here:

P.S. 205, situated in the Bensonhurst section of Brooklyn, is a medium sized, accessible, urban school with a diverse population of 900 students in Pre-Kindergarten through Grade 5. The total number of classes in the school is forty five, fourteen of which are self contained special education classes. Both monolingual English and bilingual classes serve our student population in special education. Our general education students are serviced through monolingual classes.

According to the latest available ethnic data, 30% of the students are White, 1% are Black, 23% are Hispanic or Latino and others, and 46% are Asian. Approximately, 18% of the students have Individualized Educational Plans (IEP's) and receive instruction in self contained classes and related services, such as speech and language, counseling, occupational therapy, physical therapy and adaptive physical education. Additionally, 31% of the students are English Language Learners (ELL's) with Chinese as the dominant language among the vast majority. P.S. 205 is a Title I school.

P.S. 205 is providing a Title III after school ELL Academy for Grades 1-5 Beginner, Intermediate and Advanced ELL students. The program takes place for 37 sessions from November through April, two days per week for one hour long sessions. Teachers participate in professional development on a rotating basis monthly with a consultant. Three licensed ESL teachers as well as twelve classroom teachers, one art teacher and one gym teacher work during those 37 sessions servicing a total of twelve classes comprised of ELL students grouped by level of English language proficiency as well as reading level. The three licensed ESL teachers serve as consultants for the twelve classroom teachers by turnkeying strategies used in the Award Reading Program on a rotating basis in the twelve classrooms as well as by providing professional development to the classroom teachers and to assist them with lesson planning. Additionally students participate in art and gym on a rotating basis thus allowing for planning time for the classroom and ESL teachers. The program takes place on Tuesdays and Thursdays from 3:00 p.m. – 4:00 p.m. Instruction is in English. The programs address the areas of listening, speaking, reading and writing in English Language arts with a focus of fiction reading as well as nonfiction reading in the Content Areas. Vocabulary instruction in the content areas is incorporated. This Title III program supplements the regular mandated ESL instruction that the children receive. P.S. 205 will extend the number of sessions of The Title III after school ELL Academy by utilizing the Title III Immigrant Funds Supplemental Program for Immigrant Students by incorporating 10 additional sessions as well as adding

Part B: Direct Instruction Supplemental Program Information

in an after school Science ELL Academy for 16 one hour sessions on Mondays and Wednesdays during the months of April and May. A licensed ESL teacher will serve as a consultant for the Science ELL Academy by sharing strategies for instructing ELL's in the content areas. In order to address the diverse needs of our ELL's, P.S. 205 utilizes the Award Reading's Interactive Reading Program. Award Reading supports English Language Learners through the use of the interactive program by building background knowledge, emphasizing vocabulary, modeling, use of hands on materials and visuals (multisensory) as well as explicit instruction that is sequential. Additionally, the program offers the students leveled books to meet their individual reading and language needs. P.S. 205 will purchase additional materials for the Award Reading program as well as Smartboards so that the lessons can be interactive for the classrooms that are utilizing the program. Additionally, P.S. 205 will purchase leveled books as well as Science leveled texts to be used during the after school ELL and Science Academies. In order for students to be actively engaged during the independent learning time, P.S. 205 will purchase 130 Imagine Learning Software licenses. Imagine Learning is a computer based interactive program for English Language Learners that allows the students to interact with various literacy based activities that are tailored to their level of learning.????

Part C: Professional Development

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

Description should Include:

- Rationale
- Teachers to receive training
- Schedule and duration
- Topics to be covered
- Name of provider

Begin description here:

One of the Non-negotiable Bottom Lines of P.S. 205 is to continue to differentiate the curriculum in order to support struggling students and ELLs through small group instruction. P.S. 205 chose to incorporate the Award Interactive Reading Program during the ELL afterschool program to accomplish this. Award provided two sessions of onsite training to our ESL teachers in the use of their program and how to address the language needs of ELLs through the use of their interactive materials. The ESL teachers then turnkeyed the training they received during the professional development/planning sessions with the teachers of the afterschool ELL Academy. Utilizing the Title III Immigrant Funds Supplemental Program for Immigrant Students, Award will provide additional two professional development sessions to our ESL teachers in the use of their program with a focus on utilizing the materials via the smartboard. Additionally, P.S. 205 will provide professional development days for the ESL teachers to be utilized for Curriculum Mapping for the language needs of English Language Learners.

?????

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

Describe the parent engagement activities targeting parents of immigrant students (including ELLs) that will impact higher achievement for these targeted students. Description should include:

- Rationale
- Schedule and duration
- Topics to be covered
- Name of provider
- How parents will be notified of these activities

Begin description here:

Begin description here:

P.S. 205 is committed to providing ongoing parental involvement. Using the Title I 1% parental involvement funds, P.S. 205 provides at least two parent workshops per month during the school day for our parents of ELL's. Additionally, P.S. 205 provides English classes for our parents of ELL's using the Rosetta Stone program. In order to supplement the parental workshops and classes taking place already, P.S. 205 offers parents of ELL's one parent support workshop after school which is given by Award. Utilizing the Title III Immigrant Funds Supplemental Programs for Immigrant Students P.S. 205 will offer the parents of ELL's an additional workshop for through Award. Parents will be notified via letters to the parents in the languages they speak as well as through the school website, grade level websites and the schoowide Clarion newsletter. Topics addressed at these workshops will include how to incorporate literacy activities as well as maintaining native language in the home setting. Books will be purchased in Native Languages to be distributed to parents so this can be accomplished. Additionally, P.S. 205 will provide a parental engagement activity with Dancing Classrooms. Dancing Classrooms is a program that joins teachers and parents together to foster stronger relationships.????

Part E: Budget

FOR SCHOOLS THAT ARE NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your budget matches your plan as described in Parts B, C, and D above.

Allocation Amount: \$

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

Part E: Budget

FOR SCHOOLS THAT ARE NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your budget matches your plan as described in Parts B, C, and D above.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title
curricular, instructional materials		
Educational software (Object Code 199)		
Travel		
Other		
TOTAL		

NYC DEPARTMENT OF EDUCATION
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