



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : PS/IS 206 JOSEPH F. LAMB

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 22K206

PRINCIPAL: DEIRDRE KEYES **EMAIL:** DKEYES2@SCHOOLS.NYC.GOV

SUPERINTENDENT: LINDA WAITE

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Deirdre Keyes	*Principal or Designee	
Lynn Maisel	*UFT Chapter Leader or Designee	
Angel Faust	*PA/PTA President or Designated Co-President	
n/a	DC 37 Representative, if applicable	
n/a	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
n/a	CBO Representative, if applicable	
	Member/	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

By June 2012, ELA achievement in 7th and 8th grade will increase by 5 % as evidenced by Fountas and Pinnell assessments, Acuity predictives, writing portfolios aligned to CCLS, course work, and the ELA exam.

Comprehensive needs assessment

PS/IS 206 had disappointing results on our middle school ELA exams this past year. First, we looked closely at multiple data sources and focused on areas of concern. The second step included designing a plan of change that would greatly impact students' growth. We increased the quantity of professional development for our Middle School teachers, having found that this approach produced effective results in our lower grades. After a review of the item analysis, we found that students were weak in skills found in all content areas such as Social Studies, Science, and even Math. For example, students demonstrated poor results when asked to read to collect and interpret data, facts, and ideas from multiple sources. We incorporated more teachers in the upper grades into our professional development with Teachers College and used the CCLS as a navigator. Social Studies, ELA, Special Education, and ESL teachers attend professional development in lab sites at school while Science teachers began a series of all day workshops designed to intersect Science and literacy.

Instructional strategies/activities.

- Students receive opportunities to practice ELA skills in multiple classroom settings which prepares them for the CCLS ELA task.
- Social Studies and ELA teachers looped grades to have a strong start off point for grade 8 students.
- All middle school teachers have had professional development on the workshop model which changes methodology to focus more on student practice and interaction rather than lecture style instruction.
- ELA teachers and Social Studies teachers collaborate on identifying reading skills and strategies that need to be addressed to ensure that students receive targeted instruction. The next phase will incorporate Science teachers. All content area teachers will modify the curricula as needed.
- Middle school professional development has increased significantly to 8 days with our staff developer from Teachers College, as well as multiple all day workshops at Teachers College.
- Administrators frequently visit classrooms to provide effective feedback and next steps.
- Teachers both ELA and others will be trained on Fountas and Pinnell to benchmark students.
- Portfolio templates have been updated to include tasks aligned to CCLS.
- All parents will be informed if their child is at- risk and a plan will be developed for their growth.
- Faculty conferences and professional development will be used to regularly evaluate and adjust instructional practices.
- The middle school grading policy will be reviewed, updated, and shared with students and parents.
- AIS providers will use research based interventions to meet student needs and have bimonthly meetings to evaluate interim checkpoints.
- An increase of the push- in model for ESL and related service providers including SETTS, occupational therapy, and Speech making an additive rather than

subtractive model.

- Regular Instructional Cabinet meetings are scheduled in order to determine if the school vision is moving forward.
- Ongoing professional development opportunities exist both internally and externally.
- A review of student Item Analysis data and periodic assessment is used to navigate our instruction.

Strategies to increase parental involvement

- September orientations where all parents are invited to the school to discuss the year's goals. Parents have the opportunity to ask questions and learn about their new teachers.
- Monthly open house followed by workshops designed to teach parents how to help their children.
- Early notification that students are not on standard and suggestions for improvement.
- Teacher conferences with parents give parents valuable information on the progress of their child.
- The Principal and Parent Coordinator attend regularly scheduled parent meetings to share information and respond to parent questions and inquiries.
- An annual cultural night designed to share all family cultures.
- An annual Talent Show and other school assemblies showcase student talent and give families an opportunity for a community night out.
- Parents are trained on ARIS with the assistance of the parent coordinator.
- The Title III program offers parents an opportunity to learn about the program and how they can best serve their children.
- All meetings have translation services available. We have translation units designed to run meetings with simultaneous translation.
- Our School Messenger system sends parents telephone calls with school information.
- Our school website psis206.org offers parents school information and links to teachers.
- Attendance letters go home routinely letting parents know about their child's attendance record.
- Administrators are on hand to meet with parents with particular concerns.

Strategies for attracting Highly Qualified Teachers (HQT)

Presently 100% of the staff of PS/IS 206 is highly qualified. Teachers continue to attend professional development opportunities to increase their knowledge base. If any members of staff are not highly qualified, we will work closely with our Human Resources liaison in order to ensure that these teachers meet all required documentation and assessment deadlines.

Service and program coordination

- Our school has an English Language Learner and Literacy through the Arts Title III immigrant Saturday program designed to improve literacy for our ELL students.
- We have a strong relationship with Brooklyn Chinese American Association which has an afterschool program in our school Mondays-Fridays until 6 pm. This program assists students with their homework and has services such as dance and the Boy Scouts.
- A mentor program exists between Sheepshead Bay High School and ours. Students from the high school mentor our Middle School students under the supervision of a licensed teacher and administrator. The program helps to promote self esteem and prepare students for high school.

- Our relationship with Teachers College increases our professional development opportunities and teacher effectiveness in the classroom.
- Brooklyn College student teachers train in our classrooms. This gives our teachers additional support and the ability to further differentiate instruction.
- Junior Achievement works with our students to teach students about economics and life skills.
- Our Champs program is designed to offer afterschool recreation and at the same time work with students so that they can complete homework on time.
- Arts programs with institutions such as Brooklyn Philharmonic, Arts Connection, and New York City Ballet integrate both the arts and literacy into our school.

Budget and resources alignment

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

- Supervisor Per Session is used on Tuesdays and Thursdays for afterschool programs. (Title I and Title III)
- Professional instructional materials to support curriculum development during the regular school day. (Title 1, Title III, FSF)
- Consumable instructional materials for use during extended day programs. (Title I, Title III, FSF)
- Teacher Per Session on Tuesdays and Thursdays for our Title I and Title III after school programs.
- Teacher Per Session and Per Diem for Professional Development opportunities designed to support our learning on the CCLS and increase academic rigor in the classroom. (Title I, FSF)

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

By June 2012, 35% of 2nd year ELL students will meet promotional standards in ELA as measured by the NYS ELA assessment, running records, portfolio assessments, classroom teacher made assessments, periodic assessments, and NYSESLAT results.

Comprehensive needs assessment

A review of the most recent data regarding students who did not meet promotional criteria indicates that the majority of those students were either 1st or 2nd year ELL students. Approximately 44% of our ELL students fall in the category of beginner or intermediate student as measured by the NYSESLAT assessment. The majority of those students are located in our kindergarten grade. This means that many of our 2nd year ELL students are receiving an advanced level on the NYSESLAT but are unable to pass the ELA state exam. Although it is clear that it takes more than a year to learn English, we want to provide these students with the necessary resources so that they may maximize their growth.

Instructional strategies/activities

Although we understand that ELLs are constantly learning English, we want to supply these students with the best instruction that will enable them to be successful on the ELA. Through our Inquiry Team, we noticed that our students struggle with the lack of academic language rather than with the strategies needed to be successful on the exam. We are conducting a school wide effort to deepen vocabulary knowledge for all our students, but in particular, our ELLs. If they have the necessary vocabulary, we believe they will be able to use the skills and strategies necessary to be successful on assessments.

We continue our focus to support 2nd year ELL students. We will use all measures to support these students and help them progress.

- The Instructional Cabinet all received the most recent data on ELL students and EXCEL spreadsheets that they could change themselves to see all areas of need.
- We have a yearly focus on vocabulary development that will move our ELLs forward. Our staff developers are visiting our school providing support. There will be many opportunities for PD for staff members.
- AIS will began immediately in early fall and include ELL students.
- We will have a Saturday morning program for Title III ELL immigrant students focusing on the integration of literacy and the arts.
- Title I afterschool programs based on content areas such as science and social studies begin in December. These programs will integrate math skills.
- Professional development in the area of differentiation of instruction continues.
- Multiple inquiry groups exist in order to better suit the needs of our students.
- Cluster teachers provide morning instruction to students demonstrating a lack of progress regardless of being on standard or not. These teachers work in 8 week cycles for 25 minutes every morning.
- Students in need of academic support are in 8-10 week cycles of tutoring with cluster teachers. Every eight weeks our AIS team evaluates progress by the use of Performance Series assessments and places the next set of students into a cycle.
- Faculty conferences will outline the importance of deepening of vocabulary. Staff made aware of our goal to strengthen our ELLs.
- Each student's individual weakness, strength and academic needs are reassessed to drive instruction.
- We continue to move our ESL program to a push in model.

Strategies to increase parental involvement

- September orientations where all parents are invited to the school to discuss the year's goals. Parents have the opportunity to ask questions and learn about their new teachers.
- Monthly open house followed by workshops designed to teach parents how to help their children.

- Early notification that students are not on standard and suggestions for improvement.
- Teacher conferences with parents give parents valuable information on the progress of their child.
- The Principal and Parent Coordinator attend regularly scheduled parent meetings to share information and respond to parent questions and inquiries.
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- Attendance letters go home routinely letting parents know about their child's attendance record.
- Administrators are on hand to meet with parents with particular concerns.

Strategies for attracting Highly Qualified Teachers (HQT)

Presently 100% of the staff of PS/IS 206 is highly qualified. Teachers continue to attend professional development opportunities to increase their knowledge base. If any members of staff are not highly qualified, we will work closely with our Human Resources liaison in order to ensure that these teachers meet all required documentation and assessment deadlines.

Service and program coordination

- Our school has an English Language Learner and Literacy through the Arts Title III immigrant Saturday program designed to improve literacy for our ELL students.
- We have a strong relationship with Brooklyn Chinese American Association which has an afterschool program in our school Mondays-Fridays until 6 pm. This program assists students with their homework and has services such as dance and the Boy Scouts.
- A mentor program exists between Sheepshead Bay High School and ours. Students from the high school mentor our Middle School students under the supervision of a licensed teacher and administrator. The program helps to promote self esteem and prepare students for high school.
- Our relationship with Teachers College increases our professional development opportunities and teacher effectiveness in the classroom.
- Brooklyn College student teachers train in our classrooms. This gives our teachers additional support and the ability to further differentiate instruction.
- Junior Achievement works with our students to teach students about economics and life skills.
- Our Champs program is designed to offer afterschool recreation and at the same time work with students so that they can complete homework on time.
- Arts programs with institutions such as Brooklyn Philharmonic, Arts Connection, and New York City Ballet integrate both the arts and literacy into our school.

Budget and resources alignment

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ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

By May 2011, 80% of students in grades 3-8 will improve their ability to write an argument or opinion based paper based on an analysis of informational texts and to complete a performance based math task aligned to Common Core Learning Standards as measured by pre and post assessments.

Comprehensive needs assessment

Recent decrease in literacy and math proficiency rates has made us acutely aware that we must raise our school standards to meet the CCLS. As part of the citywide expectations, all students in grades Pre-K-8 will participate in a performance based ELA and Math task aligned to CCLS. Results from these tasks will be analyzed by teachers in order to determine next steps as a school community.

Instructional strategies/activities

- Chancellor's Day PD on Election Day will be devoted towards reviewing our curriculum maps, creating and modifying Math and ELA tasks aligned to CCLS, and determining an administration date.
- All teachers will administer an on-demand writing task prior and a pre assessment to their Math and ELA task in order to benchmark students and determine progress.
- All teachers will create rubrics to score the tasks.
- Teachers will practice using the Common Core Library and ARIS as a resource.
- After the administration of the Math and ELA tasks, Title I funding will be used to give teachers time to review student work and collaborate on overall strengths and weaknesses.
- Title I funding will be used to fund June planning 2012 which will be used to update previous year's curriculum maps based on the findings of the ELA and Math tasks results. This is an annual event.
- Multiple school teacher leaders attend professional development aligned to CCLS. These teachers not only turn-key information but lead professional development and assist in shaping the curriculum.
- Classroom observations are used to increase academic rigor which will result in more adherence to CCLS.

Strategies to increase parental involvement

- September orientations where all parents are invited to the school to discuss the year's goals. Parents have the opportunity to ask questions and learn about their new teachers.
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ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

By June 2011, 100% of ELA and core content teachers will receive professional development designed to integrate CCLS and increase academic rigor in the classroom. As a result ELA progress will increase by 4% as measured by attendance sheets, student work, portfolios, and NYS ELA exams.

Comprehensive needs assessment

Last year, after intensive professional development opportunities in grades 3-5, we had successful ELA assessment results. Our middle school grades 6-8 did not have as extensive year long professional development plan. As a result, we had a decrease in the number of students on standard in all grades 6-8. Learning walks also indicated a lack of consistent rigor in our upper grades. For the 2011-2012, we have increased the amount of professional development opportunities for our middle school teachers. This professional development is designed to increase opportunities for teachers to integrate the CCLS and this increase academic rigor. Academic rigor and internalizing the CCLS is a prime focus this year. Using tools from Bloom's Taxonomy and Webb's Depth of Knowledge will aid our growth towards an academically rigorous program. We cannot increase rigor unless we know and understand our curriculum and the best ways to deliver instruction that engage and challenge students. At the same time, we know that it is necessary to provide supports for those students in need.

Instructional strategies/activities

- Deep discussions with staff developers at Teachers College reviewing the core needs for the year. Establishing a plan and expectations of teachers.
- September 2011 training of Fountas and Pinnell for above teachers will be complete by first week October 2011.
- Science teachers receive appropriate training to support CCLS.
- Principal and assistant principals to increase the number of walkthroughs on the middle school floor.
- Utilize Faculty conferences and Chancellor's Day PD to support action plans.
- Title I funds will be used to enable to free teachers to attend all day workshops at Teachers College and PD at our school.
- Cabinet review of the previous year's Item Analysis to find evidence of where we best need to support teachers.
- Review students who fell below expectations and find out why there was not significant progress.
- Detailed schedules that allow teachers on each grade to have at least 1 planning meeting and 1 in class demonstration/co-teaching.
- Purchase appropriate trade books to support CCLS with NYSTL funding.
- Utilize *Lost at School* by Ross Greene professional development in order to reduce behavioral issues for students and refocus on classroom instruction.

Strategies to increase parental involvement

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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	<ul style="list-style-type: none"> • Academic Intervention takes place in cycles that last 12-14 weeks. Students are reviewed for continued services based on progress. • A review of data demonstrates students who are in need of support based on proficiency and progress. These students receive AIS in the morning with our cluster teachers, in our Title I after school program, and during the day with push in/ pull out intervention. • All classroom teachers provide small group instruction to students. • Differentiated instruction practices are implemented in lessons, center work and assessment. • Kaplan Readers' Workshop in grades Three through Seven-differentiated model-push in. • Research based materials such as, Best Practices, Just Right and Guided Reading Books are used in the morning program, during the day and after school. • Research based assessment, Fountas and Pinnell, is used four times a school year to determine progress. • On line Performance Series is used to assess and group according to needs. • Words Their Way Program to enhance word study. • Title III after school program provides motivating programs in the content areas to develop vocabulary and academic language. • Fountas and Pinnell Leveled Literacy Intervention kit will be used in small groups during the school day. • Grade three, 1 to 1 tutoring or small group target instruction to a select group of students in need.
Mathematics	<ul style="list-style-type: none"> • Academic Intervention takes place in cycles that last 12-14 weeks. Students are reviewed for continued services based on progress. • Triangulated data is reviewed to determine students who are need of support based on

	<p>proficiency and progress.</p> <ul style="list-style-type: none"> • These students receive AIS in the morning with our cluster teachers, in our Title I after school program, and during the school day with push in/pull out intervention. • Multi-modality teaching in the classrooms addresses different learning styles. • Differentiated instruction practices are implemented in lesson and in center work. • Kaplan Essential Skills and Options Breakaway Math are used in small group instruction during the day and in after school programs. • Every Day Math Assessments are used on an ongoing basis in K to Two. • Math Textbook Assessments i.e. Envision Math and Math Connects are used for grouping in Grades Three to Five. • After school Math Club for Grades Six through Eight provides small group enrichment activities. • Grade 7 lunchtime small group instruction. • Title I After school Math Program with small group instruction. • Grade three, 1 to 1 tutoring or small group target instruction to a select group of students in need.
Science	<ul style="list-style-type: none"> • Grade Six, Seven and Eight students who are in need of support in core subject areas are given AIS to support their needs during the school day in a push in/pull out program. • Title I After school programs are project based for enrichment with an emphasis on Social Studies and Science. The programs are directly aligned to grade level curriculum. • Students in Grades 3 are provided field trips through the Genovesi Environmental Center. These science- focused trips support the curriculum. • Project based learning in after school programs. • Differentiated instruction practices used to <i>meet student needs</i>.
Social Studies	<ul style="list-style-type: none"> • Title I after school programs are project based for enrichment with an emphasis on Social Studies and Science to develop academic language. The programs are directly aligned to curriculum. • The gardening club focuses on students who need kinesthetic experiences. • Varied assessment to give students multiple ways to demonstrate their expertise. • Small groups in the classroom focus on fiction/non-fiction paired guided books on curriculum topics. • Differentiated instruction practices used to meet student needs.
At-risk Services provided by the Guidance Counselor	<ul style="list-style-type: none"> • An AIS Team reviews referrals made by classroom teachers of academically -at risk students who are in need of social skills support. • These students are recommended to the Guidance Counselor who provides 1:1 and small group support. This intervention supports social needs with a view towards academic

	improvement.
At-risk Services provided by the School Psychologist	<p>When applicable:</p> <ul style="list-style-type: none"> • Extremely frequent crisis intervention, observations, counseling, consultation with teachers, parents, and outside agencies • Behavioral plans and liaison with home and school. • Intervention plans are established to address behavioral issues that compromise academic growth. • Goals are discussed, three behaviors are selected to be worked for improvement and students are rewarded if goals are met. • A psychologist articulates with the classroom teacher.
At-risk Services provided by the Social Worker	<ul style="list-style-type: none"> • Social worker observes targeted students' behavior in classroom and in 1:1 setting. The goal is to shape behavior to assist the students in focusing on academic success. • Our social worker maintains close communication with parents.
At-risk Health-related Services	<ul style="list-style-type: none"> • OT and PT providers work with students to improve the pace of academic growth. • A list of all students with chronic health conditions is maintained and distributed to administrators, teachers, and the nurse and support personnel. This is to ensure that these students are protected in a health related crisis. • Several 504 paraprofessionals work 1:1 with students to ensure health maintained.

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

At PS/IS 206 we will support parents and families of Title I students by:

1. Providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology:
 - Workshops explaining content of state exams and strategies to best improve their child's score
 - Parent orientations/classroom visits to see firsthand both the classroom environment and outlines of Common Core State Standards across content areas
 - Progress reports and portfolios benchmarking students' progress

2. Providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children:
 - School website
 - Written communication in their native language
 - In house translators available at workshops
 - Scheduling workshops before, during and after school to accommodate parents' schedules focusing on CCSS
 - High School orientation workshop on application process for middle school students
 - Inclusion of parents on School Leadership Team & Safety Committee
 - Monthly progress reports, report cards, telephone calls, e-mails
 - Open House
 - After school programs and AIS intervention

3. Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress:
 - Progress reports, report cards, telephone calls, e-mails
 - ELL orientation

- In house translators available for all meetings
 - Home language translations for written communication
 - Parent/Teacher conferences
 - Parent Association meetings held in mornings or evenings
 - School Leadership Team
 - School website
 - Signing of all tests and projects
4. Providing assistance to parents in understanding City, State and Federal standards and assessments:
- Workshops outlining content and grade level expectations of CCSS curriculum
 - In house translators at all meetings
 - Parent/Teacher conferences
 - One on one parent/teacher meetings assessing student progress highlighting item analysis for math and literacy
 - Progress reports and portfolios benchmarking students' goals
5. Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand:
- Written communication in native language
 - School website
 - In house translators
 - Cultural night/Talent Show
 - Parent orientations/classroom visits
 - ELL orientation
 - School Leadership Team
 - Fundraisers
 - Holiday Assemblies, Dances, Carnival, Book Fair, Picture Day
6. Providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community:
- Parents as Partners Violin program
 - ELL orientation
 - Ballroom Dancing
 - Workshops on ELA, Math, Comprehensive Word Study

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, PS/IS 206 will:

- Actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational

Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact.

- Engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills through workshops, parent orientations, classroom visits, one on one meetings with guidance counselor and teachers.
- Ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact i.e. workshops, family nights highlighting math and literacy strategies, morning/afternoon after school programs, ELL orientation, cultural night, fundraisers, holiday fairs, carnival, Open House, High School orientation, assemblies, dances, and school store.
- Support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills. Parents are also members of the School Safety Committee.
- Our Parent Coordinator (Jennifer Hom) will serve as a liaison between the school and families. Ms. Hom will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. Ms. Hom will also maintain a log of events and activities planned for parents each month and file a report with the central office. Ms. Hom will also have in house translators available for these workshops as well as written notification in their native language. Ms. Hom will reach out to the surrounding business community to inform them of our Town Hall meeting.
- Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home. The workshops will be scheduled for either morning, during or after school in order to accommodate parents' schedules. Focus will be on the content and expectations of the Common Core State Standards and strategies needed to support their child's progress.
- Provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report through workshops, school website, conversations with guidance counselor, parent coordinator, parent/teacher conferences and written communication in their native language.
- Host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act.
- Schedule additional parent meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions i.e. workshops, Town Hall meeting, parent association meetings, parent/teacher conferences, Open House, classroom visits, High School orientation, and ELL orientation.

- Translate all critical school documents and provide interpretation during meetings and events as needed i.e. parent/teacher conferences, parent association meetings, orientations, progress reports, report cards, Learning Environment survey, Annual School Report Card.
- Conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help i.e. workshops outlining CCSS content and expectations, Open House, ELL orientation,

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Jose Ruiz	District 22	Borough Brooklyn	School Number 206
School Name PS/IS 206 The Joseph F. Lamb School			

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

Principal Deirdre Keyes	Assistant Principal Nina Ishmael
Coach Alfonsina Giordano	Coach type here
ESL Teacher Jonathon Goldman	Guidance Counselor type here
Teacher/Subject Area Margo Greenberg	Parent type here
Teacher/Subject Area type here	Parent Coordinator Jennifer Hom
Related Service Provider type here	Other type here
Network Leader type here	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	7	Number of certified bilingual teachers	1	Number of certified NLA/foreign language teachers	2
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	1		

D. School Demographics

Total number of students in school	1374	Total Number of ELLs	215	ELLs as share of total student population (%)	15.65%
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Part II: ELL Identification Process

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

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

1. Steps for Initial Identification

These following mechanisms are in place:

PS/IS 206 has a registration and initial identification team in place. The list of team members is in the office ELL files and at the desks of the two school secretaries. It consists of the pupil accounting secretary, five pedagogues with ESL licenses, and accompanying translators in the main languages represented in the school. The translators consist of the school's Chinese bilingual parent coordinator, educational assistants, or teachers fluent in both English and their native language. This team works together to ensure all protocols are followed at registration, the student is identified properly and the parents/guardians understand the process and procedures.

The following staff members that administer the HLIS and/or conduct interviews are as follows:

Ross Jhan- ESL teacher
Jonathan Goldman- ESL teacher
Alfonsina Giordano- former ESL teacher, current literacy coach
Nina Ishmael- former ESL teacher, current AP
Deirdre Keyes- former ESL teacher, current Principal

The following staff members that administer the LABR are as follows:

Ross Jhan- ESL teacher
Jonathan Goldman - ESL teacher
Alfonsina Giordano- former ESL teacher, current literacy coach

On a less frequent basis:

ESL teachers of self-contained classes including: Jennifer Goldstein, Diana Perchekly, Margo Greenberg, Kristine Cicero

Whenever a child is being registered, the pupil accounting secretary calls the first pedagogue on the team list to come to the office to conduct the informal oral interview and administer the Home Language Information Survey. The pedagogue is in charge of these components of the registration process. All new students at registration receive a Home Language Information Survey. The HLIS is given to the parent/guardian in his/her corresponding home language. If the pedagogue is not available to assist then the second pedagogue on the list is called. Since there are five pedagogues on the list, a pedagogue will always be present to assist and conduct the interview. The first pedagogue on the list is an ESL teacher who speaks Chinese and will be present at most K-3 registrations. The highest proportion of ELLs in the school are Chinese. The second pedagogue on the list is also an ESL teacher who works with students in grades 4-8. The third pedagogue on the list is a staff developer and former ESL teacher. The fourth pedagogue on the list is an assistant principal and former ESL teacher. The fifth pedagogue on the list is the school's principal and former ESL teacher.

At registration, if the parents/guardians do not speak or understand English well, the interview will also be conducted with a translator in the parent's/guardian's native language. Often, the parent/guardian arrives with a neighbor, friend, or relative to translate. If the parent/guardian does not arrive with a translator and one is needed, the pupil accounting secretary calls a translator on the team. The team has a number of members that speak Cantonese, Mandarin, Russian, Spanish and Vietnamese. If the language requiring translation is not represented by a team member, then efforts are made to find a parent volunteer in the language needed. PS/IS 206 has a very diverse student body and a number of parents willing to assist. If the school and the family are still unable to locate a translator, then the Department of Education's Translation Unit is contacted and one of their translators will be used.

Registration commences once the pedagogue, and if needed, translator are present. The HLIS is administered and fully explained and any questions the parent/guardians might have are answered. The informal oral interview is conducted at this time in the native language and, if possible, in English. During the interview the pedagogue might ask some additional questions if the student is a potential SIFE to try to ensure any SIFE designation is made correctly.

All HLIS upon completion, are carefully read, processed and signed by one of the ESL teachers in the building. Based on the written completed answers on the HLIS, combined with the questions answered during the informal oral interview, students are determined to be either eligible or not eligible for the LAB-R Test. The appropriate OTELE language code will also be included on the HLIS.

If a student is determined not to be eligible for the LAB-R exam, then he or she receives an OTELE code marked as NO and the HLIS is signed and processed. The original goes into the cumulative record card and a copy is made for the files. If the student is determined to be eligible, he or she will take the LAB-R exam. All LAB-R exams are administered by ESL teachers trained in administering both the LAB-R and NYSESLAT exam. Once a student takes the LAB-R exam and if the score determines that he or she is an ELL, he or she will be placed accordingly and the student will receive his/her mandated ESL services according to Part 154. The HLIS is checked to reflect the student's ELL status, the original HLIS is placed in the student's cumulative record card and a copy is made for the office ELL file.

Newly enrolled students are identified, assessed, and placed within their first ten school days. In addition, as most registration occurs at the beginning of the school year, within the first ten days parents/guardians of newly identified ELLs will be invited to parent orientation sessions where they will receive information and fill out parent surveys and parent selection forms. This will be explained in greater detail in an upcoming section.

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

- Lists of currently entitled ELL students are updated every month and right before the NYSESLAT to take into account entitled new-admits, transfers, and discharges.
- NYSESLAT test materials are ordered accordingly.
- Tests are scheduled within the test window. Proctors are trained on how to administrate the NYSESLAT.
- All test materials and answer documents are counted, organized, and submitted.

2. Structures in

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

See program choices

1* 2* 3* 4* 5*

PS/IS 206 has a

Check all that apply

that parents understand all three program choices available to them. Once new

6* 7* 8* 9* 10* 11* 12*

students are identified as entitled ELLs, PS/IS 206 holds a number of Parent Orientation Workshops. Workshops are held in four separate languages within the first ten days of school, others are held at more convenient times if parents did not attend the first, and ongoing workshops are held throughout the school year when newly entitled ELLs enter the school.

Materials are sent home in the parents'/guardians' preferred home languages explaining the importance of the workshops and requesting parent attendance. The school's bilingual parent coordinator, bilingual ESL teacher and bilingual educational assistants are involved in calling parents/guardians to ensure strong attendance.

Four separate meetings reflecting parents' language needs are conducted during the school day. They are in Chinese/English, Russian/English, Spanish/English and English. The bilingual parent coordinator, translators, or a bilingual educational assistant are

always present along with a fully certified and licensed ESL teacher who conducts the workshop. Videos are shown in the parents' home language. All materials distributed at these meetings, including the NYCDOE published Parent Guide and Parent Connection Booklet are distributed in the parents' home languages. Parents/guardians view the video and have an opportunity to review all the materials.

The ESL teacher, with translation assistance from an appropriate translator, explains the procedure and protocol for the identification, assessment, and placement of English Language Learners. Parental rights and the essential characteristics of a Transitional Bilingual, Dual Language, and Freestanding ESL Program are all fully explained during the workshop. Parents/guardians are given the opportunity to ask questions and as stated earlier, translators are available during the entire workshop to ensure complete understanding of all three program choices before they make informed decisions.

If a parent/guardian speaks a language that is not represented in one of the four major languages, every effort is provided to have the parent attend a separate workshop where a video will be shown and a pamphlet provided in his/her home language. Provisions are made to communicate effectively, through translators arranged by the school or with the help of the parents/guardians. The agendas, parent/guardian attendance, and copies of Parent Program Selection Choices are on file for review.

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

Parents/guardians of first time ELLs in NYC public schools receive an entitlement letter in English and their native language which also serves as an invitation letter for the ELL parent orientation meetings being held within the first ten days of school. Prior to the meeting, the bilingual parent coordinator, bilingual family workers, and a bilingual ESL teacher make phone calls home reminding them of the meeting to ensure strong attendance. If parents/guardians do not attend the first meeting, outreach is made, and make up meetings are scheduled as soon as possible.

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

4. Criteria used for placement

After parents/guardians had the opportunity to attend a parent orientation meeting in their native language, had the opportunity to ask questions in their native language, have received information about all three program choices in their native language, and have signed and completed the parent survey and selection forms offered in their native language, the completed forms are then attached to the original HLIS in the student's cumulative folder. A copy of the program selection form is then made for the ELL office files. The parent choices on these forms are carefully tabulated.

If there are more than 15 students in contiguous grades whose parent's/guardian's choose a transitional bilingual program in a particular language, then a class will be created. If there are 15 students whose parent's/guardian's choose a dual language program in a particular language, then a class will be created.

If the numbers are not large enough for a transitional bilingual or dual language class, then parents/guardians will be given the option to transfer, and if requested, given assistance in locating schools that offer these programs. If parents/guardians decide to decline the transfer option, students will then be placed in an existing Freestanding ESL program either within an ESL self-contained class or receive ESL services through a push-in/pull-out model.

5. Data Trends Analysis- Parent Survey and Program Selection Forms

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

for a bilingual and/or a dual language program, these programs have not been implemented at PS/IS 206.

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

In the current 2011-2012 school year, as of October 2011, PS/IS 206 had 59 newly entitled ELL students and received 56 completed Parent Program Selection Forms.

Chinese: As of October 2011, PS/IS 206 had 23 newly entitled Chinese speaking ELLs in Kindergarten and received 23 completed program selection forms. 20 parents chose a Freestanding ESL program and 3 parents chose a Chinese Transitional Bilingual program. There weren't any newly admitted Chinese speaking ELLs in first grade.

Russian: As of October 2011, PS/IS 206 had 10 newly entitled Russian speaking ELLs in Kindergarten and received 10 completed program selection forms. 8 parents chose a Freestanding ESL program, 1 parent chose a Dual Language program and 1 parent chose a Russian Transitional Bilingual program. In first grade, there were 3 newly admitted Russian speaking ELLs and all 3 parents completed the program selection forms. 1 parent chose a Freestanding ESL program, 1 parent chose a Dual Language program and 1 parent chose a Russian Transitional Bilingual program.

Spanish: As of October 2011, PS/IS 206 had 3 newly entitled Spanish speaking ELLs in Kindergarten and received 3 completed program selection forms. 2 parents chose a Freestanding ESL program and 1 parent chose a Spanish Transitional Bilingual program. There weren't any newly admitted Spanish speaking ELLs in first grade.

Grades 2-8: There were 8 newly admitted ELLs. 5 parents chose a Freestanding ESL program and 3 chose a Transitional Bilingual program.

All forms not returned were counted towards a Transitional Bilingual program but the numbers were insufficient to merit the creation of a class.

All other low instance language speakers do not have the required numbers for a Bilingual or Dual Language program to be considered.

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

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

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

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

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

All forms not returned were counted towards a bilingual program but the numbers were insufficient to merit the creation of a class.

All other low instance language speakers do not have the required numbers for a bilingual or dual language program to be considered.

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

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

Russian: PS/IS 206 had 12 newly entitled Russian ELLs in Kindergarten and received 12 completed program selection forms. 5 parents chose a Freestanding ESL program, 3 parents chose a Dual Language program, and 4 parents chose a Russian Transitional Bilingual program. There were not any newly entitled Russian ELLs in first grade.

Spanish: PS/IS 206 had 3 newly entitled Spanish ELLs in Kindergarten and received 3 completed program selection forms. 2 parents chose a Freestanding ESL program and 1 parent chose a Spanish Transitional Bilingual program.

Grades 2-8: PS/IS 206 had 22 newly entitled ELLs in grades 2-8. There were 8 newly entitled Chinese ELLs and all 8 completed program selection forms showed a choice of a Freestanding ESL program. There were 7 newly entitled Russian ELLs and 3 completed program selection forms showed a choice of a Freestanding ESL program and 4 showed a choice of a Russian Transitional Bilingual program.

All forms not returned were counted towards a bilingual program but the numbers were insufficient to merit the creation of a class.

All other low instance language speakers do not have the required numbers for a Bilingual or Dual Language program to be considered.

6. Program models and parental request alignment

As stated in question 5, the data has consistently reflected a significant majority of parents choosing a Freestanding ESL program as their first choice. The data also shows that there were not 15 students in contiguous grades who speak the same language and whose parents have chosen a Transitional Bilingual or a Dual Language program. Based on the current and past reviews of parental choices on Parent Selection Forms, the PS/IS 206 LAP Committee has decided to implement the Freestanding ESL program. This policy is completely aligned with parent requests.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes●	No*	If yes, indicate language(s):
Dual language program	Yes●	No*	If yes, indicate language(s):

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

refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained	45	23	28											96
Push-In		15	1	30		13								59
Total	45	38	29	30	0	13	0	155						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	215	Newcomers (ELLs receiving service 0-3 years)	193	Special Education	25
SIFE	0	ELLs receiving service 4-6 years	20	Long-Term (completed 6 years)	2

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	193		15	20		8	2		2		215
Total	193	0	15	20	0	8	2	0	2		215

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

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
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	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: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	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	3	4	8	2	2	1	3							23
Chinese	23	13	25	10	5	4	7	3	3					93
Russian	10	15	7	9	6	7								54
Bengali														0
Urdu	4	2	4	2		1	2							15
Arabic	1		1		1	2	1							6
Haitian														0
French														0
Korean					1									1
Punjabi	1													1
Polish														0
Albanian				1	1									2
Other	3	4	1	6	1	2	1	1	1					20
TOTAL	45	38	46	30	17	17	14	4	4	0	0	0	0	215

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1a and 1b.--- How is the instruction delivered?

PS/IS 206 has students who are receiving services via the Self-Contained, Push-In, and Pull-Out models. In the upper grades, PS/IS 206 is continuing to attempt to reduce the amount of students served by the Pull-Out model only and move towards a complete Push-In model in the future.

A. Programming and Scheduling Information

Self-Contained ESL Classes

There are four ESL self-contained classes in the lower grades. All classes are heterogeneous with beginning/intermediate/advanced ELLs represented. Kindergarten, first, and second grades all have ESL self-contained classes. Kindergarten has two self-contained classes serving all 45 Kindergarten ELLs. Grade 1 has 23 ELLs in the self-contained class and grade 2 has 28 ELLs in the self-contained class. All classes are heterogeneously grouped. A total of 96 ELLs are in self-contained ESL classes. Each week they receive at least 360 minutes of ESL instruction in coordination with content area learning, and an additional 180 minutes of ELA instruction.

Fully certified and licensed ESL teachers teach all ESL self-contained classes. ESL methodologies are used throughout each lesson. The workshop model is being used school-wide. Instructional scaffolding and differentiation is emphasized. ESL Kindergarten and first grade ESL classes are participating in the DOE initiated Award Reading Program. It is a Balanced Literacy program especially designed for early grade ELL students.

All students are being assessed using the Fountas and Pinnell benchmark assessment on a quarterly basis. Teachers will have an up to date and ongoing assessment tool to help inform instruction. All data will be centralized via Google docs. In addition, teachers in the Self-Contained ESL classes are implementing portions of the Teacher's College Reading and Writing Workshop Program. Staff developers routinely come to the school to give workshops and training sessions. Elements of the program are being modified for the ELL population in their classrooms. The ESL curriculum adopted at PS/IS 206 is both challenging and comprehensive. Targeted reading, writing, listening and speaking skills are being taught in all lessons. Academic language is being taught at an early age. Classrooms are equipped with technology such as smart boards, smart tables, elmos, and computers. Teachers are using the computer based language program called Raz kids, and teachers are encouraged to incorporate technology within their lessons.

Due to class size issues or Special Education class placement, there are three Special Education first grade ELLs and one Special Education second grade ELL who push-into the corresponding ESL self-contained classes to receive their Part 154 mandated ESL services and they then return to their regular classrooms. Their numbers were included in the push-in statistics.

Push-In Model

It is understood that research has shown the effectiveness of this model when it is implemented correctly. To maximize the learning potential for ELLs inside their classrooms, PS/IS 206 continues to strive to enlarge the push-in model. With the addition of X-coded students receiving all ELL services this year and many of their IEP's designating 12:1 class size requirements, a strict push-in model has become more difficult.

Currently, all 12 first grade ELLs who are not in the self-contained class are receiving ESL services via the push-in model. All 30 ELLs in grade 3 and all 13 non Special-Ed ELLs in grade 5 receive at least 4 periods (180 minutes) of ESL per week through the push-in model. Every advanced level ELL in grade 3 and every advanced non Special-Ed ELL in grade 5 are receiving all of their mandated ESL services within the push-in model.

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

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

Combination Push-In/Pull-Out Model

A Programming and Scheduling Information

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?

8. Targeted Intervention Programs

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

Once teachers have an accurate understanding of student needs, a number of intervention programs are offered to ELLs. The primary targeted intervention program this year will be the Title III ESL After School program. This program's intent is to target student's particular academic needs and address academic weaknesses. All at risk ELLs will be invited and every effort will be made to assure attendance.

All intervention programs are conducted in English. PS/IS 206 has an ELA and Math AIS program during the school day which is open to select ESL students who were held over, and offers both individual and small group tutoring during the school day in special situations. Sometimes struggling ELLs are buddied with older ELLs or former ELLs to provide confidence and guidance. These buddies give up time during the second half of their lunch period.

Once a student is receiving targeted intervention services, he or she is monitored very closely. These are the primary targeted intervention programs with names attached, but consistent targeted intervention is happening daily in the classrooms through differentiated RTI instruction. After school besides the Title III ESL, there will be ELA, Math, and hopefully a CEIS grant program for at risk students if funding is present. Science, social studies, dance, art, gym, and drama activities might also be held as in the past if funding allows. All programs are designed to address student needs and interests whether they are during or after the school day.

Some examples are:

ELLs who have established reading weaknesses based on their ELA, NYSESLAT and Fountas and Pinnell benchmark results, and have been ELLs for 4-6 years, will be placed in the Title III After School program in a group designed to address their particular individual weaknesses. Teachers in the program will have a synopsis of their exact academic needs and weaknesses and a plan of how best to address them.

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

A Beginning/intermediate level ELL who took the ELA for the first time and received a level 1 would be in a targeted group within their classroom targeted specifically to students with similar academic needs. He or she will also attend the Title III ESL after-school program and be in a group made up of other ELLs who are taking the ELA but are still learning basic academic vocabulary and are struggling with literacy skills.

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

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
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In previous years, we had ELLs who went to an after school Wilson Program instead of the Title III ESL after school program because the students needed specific help sounding out words and it was decided that the Wilson Program would target their needs more effectively.

A. Programming and Scheduling Information

Please refer back to page 4 questions #1A and #2A, specifically how the programs are delivered and the explicit ESL section, for a more

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

comfortable taking risks.

D. Professional Development and Support for School Staff

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

1. The professional development plan

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

All new teachers receive the mandated 7 and ½ hours of ELL training as per CR Part 154. New Special Education teachers receive 10 and ½ hours of ELL training. Records are kept of completion of the mandated hours of training.

These PD sessions focus on:

ESL methodologies to use in their lessons
Creating an environment for language acquisition in their classroom
Learning to elicit language and encourage ELL participation
Ways to assist newcomers/beginners
Differentiating and scaffolding instruction
Expectations, program placement, testing, mandates, and grading ELLs
Stages of language acquisition
Coordinated team teaching in a push-in setting
Developing academic language

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

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

Consistent articulation is stressed between the ESL push-in/pull-out teachers and classroom teachers with ELLs in their classrooms. This helps ensure any issues or problems are addressed, teachers are aligning instruction, and classroom teachers are receiving the necessary support and assistance required for the education of the ELLs in their classroom. While these aren't official professional development sessions, teachers are given suggestions and informal training to help coordinate and adapt instruction based on the needs of the ELLs in their classes.

A Programming and Scheduling Information

D. Professional Development and Support for School Staff

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ELL teachers receive Professional Development as well. They are attending all school based Teacher's College Reading and Writing Workshop Program staff development sessions and have opportunities to attend workshops and conferences to continue to grow and learn about new issues and approaches for their ELL population. They will also be invited to all Title III Professional Development sessions within the Title III ESL After-School program. Some planned PD sessions are: Differentiated Instruction Based on Established Student Needs, Targeted Team Teaching: Using Coordination Effectively, and Providing Opportunities for Students to Practice What is Taught: Using ESL Methodologies in the Workshop Model

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

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

D. Professional Development and Support for School Staff

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These PD sessions focus on:

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- Creating an environment for language acquisition in their classroom
- Learning to elicit language and encourage ELL participation
- Ways to assist newcomers/beginners
- Differentiating and scaffolding instruction
- Expectations, program placement, testing, mandates, and grading ELLs
- Stages of language acquisition
- Coordinated team teaching in a push-in setting
- Developing academic language

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

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

A. Programming and Scheduling Information

E. Parental Involvement

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

1. Describe parental involvement in the school

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

- Through translated blue cards and HLIS information, the teachers and the school as a whole know the exact translation and interpretation needs of all the students and their parents/guardians.
- Information from the school is sent home in the preferred language of communication.
- Translation is provided if needed at registration, parent meetings, workshops, and conferences.
- Translation units were purchased and are being used which provide simultaneous translation.
- Parents are invited to visit the Title III class during one of the ESL After School Program sessions.
- Parents are also invited to all Title III funded parent workshops. Two examples are: Ways to Strengthen English at Home: Even if English is not Spoken and The Middle and High School Application Process.
- Parents are invited to all school wide parent workshops. The most recent workshop dealt with Word Study and Word Attack Strategies.
- The school has a user friendly website at www.psis206.org which has the capacity to be translated into 35 different languages and has important postings and information for parents. In addition, it allows parents and teachers to communicate via email.
- A school message service has been purchased and is currently being utilized in English. This has the capacity to provide mass phone messages to parents in a variety of different languages.
- Parents are invited into the classrooms for cultural festivals, parties, parent orientations, and a number of school wide events.
- Parents are invited to chaperone on school trips and outings.
- Parents are encouraged to volunteer in the school.
- Parents are given information in their language about DOE sponsored events pertaining to parents of ELLs.
- The school has a multi-lingual translation team in place.
- Parents are notified and given access to the Bill of Parent Rights and Responsibilities which provides them with additional useful information.

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

PS/IS 206 has a strong and long-term partnership with the Brooklyn Chinese Association. This community organization offers large and well attended after school programs on site at PS/IS 206 throughout the year. Many parents of ELLs send their children to these programs and have interaction with the employees and volunteers within these programs. PS/IS 206 provides support to ensure their programs are successful. Although most of the students are Chinese, the after school program is open to non-Chinese students as well.

3. How are needs of the parents evaluated?

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

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

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

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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

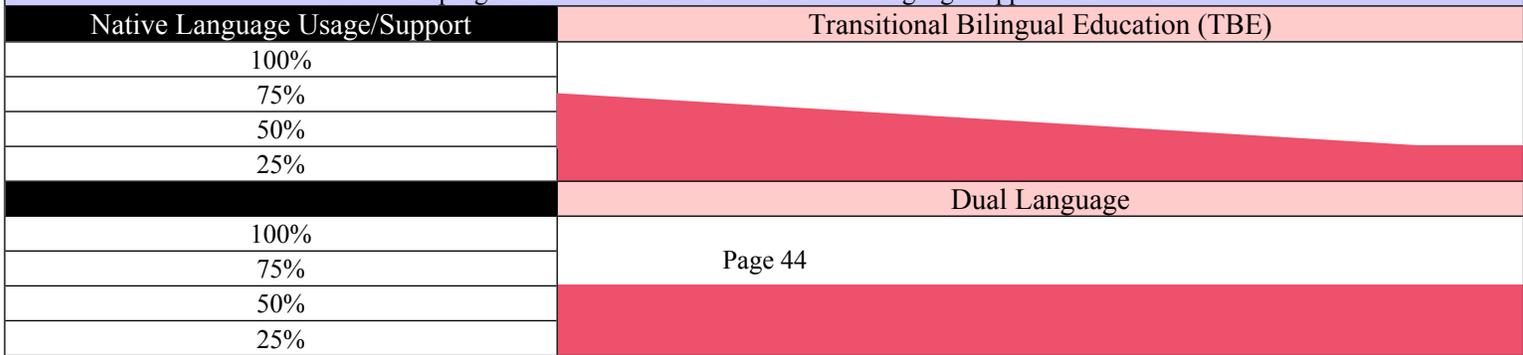
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

Native Language Usage and Supports

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



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?

8. Targeted Intervention Programs

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

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All intervention programs are conducted in English. PS/IS 206 has an ELA and Math AIS program during the school day which is open to select ESL students who were held over, and offers both individual and small group tutoring during the school day in special situations. Sometimes struggling ELLs are buddied with older ELLs or former ELLs to provide confidence and guidance. These buddies give up time during the second half of their lunch period.

Once a student is receiving targeted intervention services, he or she is monitored very closely. These are the primary targeted intervention programs with names attached, but consistent targeted intervention is happening daily in the classrooms through differentiated RTI instruction. After school besides the Title III ESL, there will be ELA, Math, and hopefully a CEIS grant program for at risk students if funding is present. Science, social studies, dance, art, gym, and drama activities might also be held as in the past if funding allows. All programs are designed to address student needs and interests whether they are during or after the school day.

Some examples are:

ELLs who have established reading weaknesses based on their ELA, NYSESLAT and Fountas and Pinnell benchmark results, and have been ELLs for 4-6 years, will be placed in the Title III After School program in a group designed to address their particular individual weaknesses. Teachers in the program will have a synopsis of their exact academic needs and weaknesses and a plan of how best to address them.

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

A Beginning/intermediate level ELL who took the ELA for the first time and received a level 1 would be in a targeted group within their classroom targeted specifically to students with similar academic needs. He or she will also attend the Title III ESL after-school program and be in a group made up of other ELLs who are taking the ELA but are still learning basic academic vocabulary and are struggling with literacy skills.

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

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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.

1. The professional development plan

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

All new teachers receive the mandated 7 and ½ hours of ELL training as per CR Part 154. New Special Education teachers receive 10 and ½ hours of ELL training. Records are kept of completion of the mandated hours of training.

These PD sessions focus on:

ESL methodologies to use in their lessons
Creating an environment for language acquisition in their classroom
Learning to elicit language and encourage ELL participation
Ways to assist newcomers/beginners
Differentiating and scaffolding instruction
Expectations, program placement, testing, mandates, and grading ELLs
Stages of language acquisition
Coordinated team teaching in a push-in setting
Developing academic language

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

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

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

E. Parental Involvement

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

1. Describe parental involvement in the school

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

- Through translated blue cards and HLIS information, the teachers and the school as a whole know the exact translation and interpretation needs of all the students and their parents/guardians.
- Information from the school is sent home in the preferred language of communication.
- Translation is provided if needed at registration, parent meetings, workshops, and conferences.
- Translation units were purchased and are being used which provide simultaneous translation.
- Parents are invited to visit the Title III class during one of the ESL After School Program sessions.
- Parents are also invited to all Title III funded parent workshops. Two examples are: Ways to Strengthen English at Home: Even if English is not Spoken and The Middle and High School Application Process.
- Parents are invited to all school wide parent workshops. The most recent workshop dealt with Word Study and Word Attack Strategies.
- The school has a user friendly website at www.psis206.org which has the capacity to be translated into 35 different languages and has important postings and information for parents. In addition, it allows parents and teachers to communicate via email.
- A school message service has been purchased and is currently being utilized in English. This has the capacity to provide mass phone messages to parents in a variety of different languages.
- Parents are invited into the classrooms for cultural festivals, parties, parent orientations, and a number of school wide events.
- Parents are invited to chaperone on school trips and outings.
- Parents are encouraged to volunteer in the school.
- Parents are given information in their language about DOE sponsored events pertaining to parents of ELLs.
- The school has a multi-lingual translation team in place.
- Parents are notified and given access to the Bill of Parent Rights and Responsibilities which provides them with additional useful information.

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

PS/IS 206 has a strong and long-term partnership with the Brooklyn Chinese Association. This community organization offers large and well attended after school programs on site at PS/IS 206 throughout the year. Many parents of ELLs send their children to these programs and have interaction with the employees and volunteers within these programs. PS/IS 206 provides support to ensure their programs are successful. Although most of the students are Chinese, the after school program is open to non-Chinese students as well.

3. How are needs of the parents evaluated?

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

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

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

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

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)	9	9	5	1	1	1	0	0	0					26
Intermediate(I)	11	11	10	2	3	4	1	1	0					43
Advanced (A)	16	23	14	8	11	9	3	3	1					88
Total	36	43	29	11	15	14	4	4	1	0	0	0	0	157

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	0	4	1	1	0	0	0	0	0				
	I	7	7	0	0	1	2	0	0	0				
	A	21	25	12	2	4	5	2	3	1				
	P	12	12	18	13	20	15	10	3	4				
READING/ WRITING	B	9	9	5	1	1	1	0	0	0				
	I	10	10	10	2	3	4	1	1	0				
	A	11	16	14	7	11	8	3	3	1				
	P	10	13	2	6	10	9	8	2	4				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2	5	6		13
4	2	13	5		20
5	4	8	6		18
6	3	9	1		13
7	1	6	0		7
8	1	4	0		5
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	2	0	5	0	6	0	2	0	15
4	1	0	8	0	11	0	5	0	25

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	1	0	11	0	4	0	6	0	22
6	0	0	7	0	5	0	1	0	13
7	0	0	2	0	3	0	2	0	7
8	0	0	1	0	1	0	3	0	5
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2	0	3	0	17	0	3	0	25
8	1	0	0	0	3	0	1	0	5
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

1. Assessment tools used to assess early literacy skills.

PS/IS 206 is using Fountas and Pinnell benchmark assessments throughout grades K-8. Data is centralized and uploaded onto a central data system, Google.docs. Students are reassessed quarterly and we have a formula that automatically determines current grade levels and also shows movement up or down based on the last assessment.

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

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

In addition to Fountas and Pinnell, PS/IS 206 will be using the Acuity predictive assessments this year to provide additional assessment data.

2. Data patterns across proficiency levels

All data included in the Part V: Assessment Analysis is based on the test results as of June 2011 and does not include new data from October 2011. Current data from October 2011 is included in the Part 1: School ELL Profile and the Part III: ELL Demographics.

Last year's test results showed that 44% of students who were still considered ELLs were at the Beginning/Intermediate level and 56% of students who were still considered ELLs were at the advanced level.

Kindergarten, first, and second grade continued to have the highest concentration of ELLs school wide, but Kindergarten had the highest concentration of beginning/intermediate students.

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

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: Joseph F. Lamb

School DBN: 22K206

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Deirdre Keyes	Principal		1/15/11
Nina Ishmael	Assistant Principal		1/15/11
Jennifer Hom	Parent Coordinator		1/15/11
Jonathon Goldman	ESL Teacher		1/15/11
	Parent		1/1/11
	Teacher/Subject Area		1/1/11
Margo Greenberg	Teacher/Subject Area		1/15/11
	Coach		1/1/01
Alfonsina Giordano	Coach		1/15/11
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 22K206 **School Name:** The Joseph Lamb School

Cluster: Jose Ruiz **Network:** Wendy Karp

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

Part A: Needs Assessment Findings

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

PS/IS 206 is a PreK – 8 school that serves a community with a large number of parents and students who speak a language other than English at home. This diversity ensures a rich educational atmosphere for the students but also presents many challenges. Effective communication with parents is one of the many challenges. According to the most recent home language report, English is the home language of 26% of the families at the school. PS/IS 206 recognizes the importance of parent involvement in their child's education and continues to strive to eliminate communicational barriers between parents and the school. These are some of the measures that are currently in place to identify translation/interpretation needs:

Formal Indicators:

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

Home Language Information Surveys: Every child in the school must have a HLIS. They are given to every new student at registration and

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

Informal indicators:

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

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

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

A careful analysis of family home language data at PS/IS 206 as of October 2011 indicates that out of a school population of 1370 students: 34% speak Chinese, 26% English, 21% Russian, 5% Spanish, 3% Urdu, 2% Arabic, 2% Turkish, and 1% Vietnamese. The remainder speak a number of lower incidence languages with some being Punjabi, Portuguese, Polish, Uzbek, Ukrainian, Burmese, Armenian, Bengali, Georgian, Filipino, Portuguese and Korean. This shows a significant need for translation and interpretation services.

As mentioned earlier, the school has a multilingual in-house Translation and Interpretation Team made up of school staff members. The team has staff that fluently speaks and writes in Chinese (both Mandarin and Cantonese), Russian, Spanish, Vietnamese, Filipino, and French. These staff members currently provide assistance needed with translation and interpretation services. In the past, the school has conducted a school wide staff language survey to determine all languages spoken and written by staff members who would be able to provide translation and interpretation assistance. From this survey, a list was compiled that is available in the school office. Every year this list is updated depending on changes in staff. The school, however, does not currently have a staff of translators and interpreters in some of the lower incidence languages spoken such as Urdu, Uzbek, Arabic, Turkish, Albanian, Polish, Georgian and Korean. In these cases, PS/IS 206 makes use of all options available both citywide and throughout the district. Surrounding schools have translators and interpreters who

have been helpful. In addition, requests for assistance are forwarded to the NYCDOE Translation Unit to receive the desired translations or provide over the phone translation services. In the past, the school has made use of parent volunteers in particular languages especially during parent teacher conferences. The school is addressing this by reaching out to parents again this year.

Although attempts are consistently made to translate documentation as much as possible into as many languages possible, it is apparent that in a school as large and diverse as PS/IS 206, there were times when a language barrier created the inevitable communication difficulties. Based on the steps outlined in this document, PS/IS 206 is trying to address these situations although it must be noted that every year the number and extent of these instances have been dropping and the school is attempting to minimize them even further.

Noteworthy Translation Tools:

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

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

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

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

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

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

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

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

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

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

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

- Parent orientation meetings
- Parent-Teacher Conferences
- Parent Association Meetings
- Emergency contact situations
- Administration/parent meetings
- Test preparation parent meetings
- Academic guidance issues
- Annual Middle School Open House for prospective 6th graders
- Non-English speaking parents need assistance during the application process to middle and high schools
- Open Houses
- Workshops
- Individual registrations including Home Language Survey and interview process
- Special Education meetings and issues
- School safety meetings and issues
- Legal and disciplinary matters
- High registration periods
- Home visits

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

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

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

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

The in-house multilingual translation team consists of:

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

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

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: The Joseph F. Lamb School	DBN: 22K206
Cluster Leader: Jose Ruiz	Network Leader: Wendy Karp
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> 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):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 75
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 7
of certified ESL/Bilingual teachers: 3
of content area teachers: 4

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Part B: The Direct Instructional Supplemental Program

The Title III Direct Instruction Supplemental Program will be an ESL after school program. Prior to formulating a plan, extensive discussions were held to determine the current needs of the ELL population and decide how to make the best use of the funds being allocated. Content area exams, Fountas and Pinnell benchmark assessment results, current NYSESLAT results and yearly comparisons, ELA item analysis, and the number of years a student has been an ELL were all thoroughly analyzed. Additional conversations were held with classroom teachers to learn about informal classroom data regarding current performance and the current needs of the ELLs. An analysis of last year's Title III students also occurred to see how much progress was made.

Based on these findings, and in conjunction with the findings of the LAP Committee, it was decided to direct the majority of the Title III allocation into a supplemental instructional program that will support and strengthen language development. The focus will be on addressing individual student academic needs and weaknesses. The program will be smaller this year but more targeted. It will focus on the sub-groups within the greater ELL population that require additional levels of support. Some examples are: new admits, long term ELLs, and students not making expected gains on content area exams.

Within each sub-group, each student has established academic needs unique to him/her. This program will make a concerted effort to focus on these individual needs specifically via targeted instruction, targeted grouping, and a strong collaborative team teaching environment. Prior to the beginning of the program, each teacher will receive a synopsis of their student's academic strengths/weaknesses, benchmark reading levels, learning styles, and a list of the most pressing academic needs to be addressed. The synopsis will be based on conversations with the student's classroom teachers, opinions of current ESL teachers, and the thorough data analysis. This will inform instructional planning and guide classroom instruction.

Content area instruction will be provided that encourages student participation and ensures student understanding. Students will have opportunities for hands on learning and will have opportunities to practice what is taught. Exercises to promote vocabulary development will be stressed and the students will increase their exposure to non-fiction reading. This will help build literacy skills while learning

Part B: Direct Instruction Supplemental Program Information

important content.

ESL methodologies will be incorporated into all instruction. All instruction will be conducted in English. Strengthening reading, writing, speaking and listening skills will take place with an additional emphasis on addressing the identified weaknesses of the individual students. The program will provide additional supplemental educational opportunities that students are not exposed to during the course of the school day. PS/IS 206 uses the workshop model in grades K-8. This will continue in the Title III program for the grades represented and work will be differentiated based on the individual needs of the students.

The program has three major goals of equal importance. The first is achieving or moving towards achieving NYSESLAT proficiency. The second is creating well rounded and successful students. The third is visible improvement in the weaknesses initially identified.

After attending the program, a measurable goal of a 10% increase in reading/writing and listening/speaking NYSESLAT proficiency levels will be sought. In addition, a second measurable goal seeks to achieve a 10%-15% increase in the percentage of ELLs who are on standard. A third measurable goal will be a visible improvement in the individual weaknesses initially identified either through exam data, benchmark reading level improvement or classroom performance.

All teachers expected to be involved have received training on the common core standards. Teachers are expected to incorporate important elements of the common core standards into their instruction.

The program is expected to feature collaborative team teaching in four of the five anticipated classes. To ensure effectiveness, teachers will receive essential PD and have opportunities for articulation before and throughout the length of the program. The plan is to have students seen by both content area/classroom teachers and licensed ESL teachers. The program anticipates three licensed ESL teachers and four content area/classroom teachers. All of the content area/classroom teachers expected to be involved have experience working with ELLs and three of the anticipated four content area/classroom teachers possess M.A. degrees in TESOL.

One ESL teacher will work independently with his/her own class. Two of the licensed ESL teachers will push-in and work collaboratively with the four content area/classroom teachers. They will spend half of their time in each class and be responsible for two of the classes each. Students will be placed in either a beginning/intermediate level class or an advanced class. The teacher will then group the students effectively within the classroom based on their identified academic needs.

Grades: 2-8

Number of groups/classes: 5

Part B: Direct Instruction Supplemental Program Information

Number of teachers: 7

Length: One hour and fifteen minutes

Group size: 10-15, but 15 is more likely

Days: Tuesdays and Thursdays after school

Anticipated start date: December 1st until mid- April

Anticipated Groups:

Grades 2 and 3: A Beginning/Intermediate level group with one content area teacher for the entire 75 minutes. An additional licensed ESL teacher will push-in for 37 minutes of the session.

Grades 2 and 3: An Advanced level group with one content area teacher for the entire 75 minutes. An additional licensed ESL teacher will push-in for 37 minutes of the session.

Grades 4 and 5: A Beginning/Intermediate level group with one content area teacher for the entire 75 minutes. An additional licensed ESL teacher will push-in for 37 minutes of the session.

Grades 4 and 5: An Advanced level group with one content area teacher for the entire 75 minutes. An additional licensed ESL teacher will push-in for 37 minutes of the session.

Grades 6-8: A Beginning/Intermediate/Advanced level group with a licensed ESL teacher for the entire 75 minutes.

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Part C: Professional Development

Part C: Professional Development

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

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

Begin description here: Part C: Professional Development

An important component of the program will be targeted professional development. The PD activities are expected to be based on current research, relevant, and effective. All PD topics will be led by a facilitator with an ESL license, but since there will be many veteran teachers with varied experiences, all PD sessions will be collaborative in nature. All PD sessions will be open to attendance from school wide personnel. There will be two initial professional development/teacher articulation sessions before the program begins and ongoing professional development/teacher articulation once a month.

Close coordination between teachers and effective coordinated planning is a second important component. As stated earlier, all teachers will receive a current synopsis about every child in their class. There will be time for planning and articulation before the program begins. This will create a smooth opening to the program and allow the teachers to plan effectively based on established needs within the classroom. Once the program is up and running, and since coordinated team teaching will be going on in four of the five classes, the second half of all PD sessions will allow time for teacher coordination/articulation. They will exchange ideas, promote best practices, discuss student performance, and plan accordingly.

Anticipated Schedule of Professional Development and Teacher Coordination/Articulation

Early December—Before Instructional Component of Program Begins 3:15PM-4:15PM/Topic: Overview of Program/Differentiated Instruction Based on Established Student Needs + Teacher Coordination/Articulation

Early December—Before Instructional Component of Program Begins 3:15PM-4:15PM/Topic: Targeted Team Teaching: Using Coordination Effectively + Teacher Coordination/Articulation

January--3:15PM-4:15PM/Topic: Providing Opportunities for Students to Practice What is Taught: Using ESL Methodologies in the Workshop Model + Teacher Coordination/Articulation

Part C: Professional Development

February--3:15PM-4:15PM/Topic: Interesting Ways to Develop Reading Comprehension Skills+Teacher Coordination/Articulation

March--3:15PM-4:15PM/Topic: Developing Strengths from Student Weaknesses+Teacher Coordination/Articulation

April--3:15PM-4:15PM/Topic: Adapting Curriculum and Teaching Methodologies Based on Ongoing Assessments+Teacher Coordination/Articulation

Part D: Parental Engagement Activities

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

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

Begin description here: Part D: Parental Engagement Activities

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

Parent Workshops:

Parents will be invited to a class during the Title III after school program to see what their child is learning, meet the teacher, and to answer any questions they might have about the program. They will also be given ideas about how they can reinforce what their child is learning in the classroom back at

Part D: Parental Engagement Activities

home.

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

Applying to a middle school or high school can be a very difficult and confusing process for any parent/guardian but is even more difficult for the parent's/guardian's of ELLS due to the language barrier and a lack of familiarity with the Department of Education. Too often students end up at their zoned schools because parents/guardians do not recognize the different choices they have. Too often parents do not know the expectations and requirements of potential schools and opportunities are missed. This workshop will explain the application process with translators present so parents/guardians will have an accurate understanding of an unfamiliar process and will be empowered to make choices based on knowledge. A licensed ESL teacher, the school's bilingual coordinator, additional translators if needed, and the school's guidance counselor will conduct the workshop called: The Middle and High School Application Process.

All parents/guardians being invited to the workshops will receive invitations in their native languages and the workshops will be publicized on the school's website which has the capacity to translate into 35 different languages.

Parents of students in the Title III program have been and will be invited to additional schoolwide parent workshops not funded through the Title III allocation. Often they are held at the beginning of each month and the first one this year was based on word study and word attack strategies. These workshops are discussed in greater detail in the school's LAP.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for		

Part E: Budget

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

Allocation Amount: \$

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