



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: PS 206 – THE HORACE HARDING SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 28Q206

PRINCIPAL: JOAN L. THOMAS **EMAIL:** JTHOMAS4@SCHOOLS.NYC.GOV

SUPERINTENDENT: DR. BEVERLY FOLKES BRYANT

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
Joan L. Thomas	*Principal or Designee	
Gail Zabon	*UFT Chapter Leader or Designee	
Jenny Fernandez	*PA/PTA President or Designated Co-President	
Maria Torres	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Linda Goldman	Member/Teacher	
Paula Villalva	Member/Teacher	
Adrienne Brown	Member/Parent	
Alibe Hamacher	Member/Parent	
Lavetta Smith	Member/Parent	
	Member/	
	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, a 5% increase in the number of students who score a Level 3 or 4 as measured by the New York State ELA exam and the school's progress report.

By June 2012, a 7% increase in the number of students who score a Level 3 or 4 as measured by the New York State Math exam and the school's progress report.

Comprehensive needs assessment

After an analysis on the New York State Report card and the New York City Progress Report, it was determined that the students in grades 3-5 are not performing at performance levels 3 and 4 on a consistent basis in the areas of ELA and Math. As a result of this analysis, the school wide goal of improving the percentage of students in level 3 and level 4 in the area of ELA and math were designed.

Instructional strategies/activities

- Continue to incorporate the Common Core Standards in ELA and Math
- Teachers will identify their top 1/3 students and provide small group enrichment activities in ELA and math.
- Classroom centers that are geared to promote critical thinking in ELA and math
- Teachers will receive professional development through the network and the school to design performance tasks that are aligned with the Common Core Standards.
- Teachers implement technology in math, literature, social studies and science instruction.
- Teacher will receive professional development in writing performance tasks that support opinion writing/persuasive writing and persuasive conversations.
- Funding will be allocated to purchase for all teachers for Book Study Teams Writing to Persuade by Karen Caine.
- Students will be engaged in ELA tasks that are aligned with informational reading and writing, persuasive reading and writing and formulating an opinion.
- Funding will be used to ensure that classroom libraries are rich in nonfiction text, informational text and that there is a wide range of complex text.
- Students will be engaged in an interdisciplinary curriculum that is designed by teacher teams.
- Students in grades 4 and 5 will participate in the Math Olympiad which is a research based math program that allows students to move at their own pace and move toward their individual goal.
- Use of the Everyday Math curriculum in grades 3-5.
- Students will be engaged in rigorous mathematical performance tasks that require them to model with mathematics and/or construct viable arguments and critique the reasoning of others.

Strategies to increase parental involvement

- Provide materials and training to help parents work with their children to improve their child's achievement level
- Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress.
- Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand.
- Support parents through workshops on how to use technology to work with their children at home.

Strategies for attracting Highly Qualified Teachers (HQT)

- The school is committed to only hiring teachers who are highly qualified. The following strategies will be implemented when hiring a teacher: use of the Open Market system, attendance at Hiring Fairs, and recommendations from the Hiring Manager from our Network.

Service and program coordination

- Math Olympiad Program is being used to challenge our upper third students in the area of math
- A Reach the World grant has been written in conjunction with the Turkish embassy to bring this program that is linked to Social Studies into our grade 5 classes
- Dial A teacher workshops are being provided to help support parents at home.
- Title I afterschool program in the areas of ELA and Math
- Queens Central Y Afterschool program
- Early Morning Program
- Lego robotics

Budget and resources alignment

- Title I funds for a math coach for the school
- ARA allocation for per session professional development for the writing and planning of rigorous performance tasks
- Title I funding for books and supplies
- Title I funding for an ELA/Math after school program
- Parent Coordinator
- Network Support Team

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, 95% of student in grades PreK-2 will complete a written response to informational texts through group activities and with prompting and support from their teacher aligned with the common core standards in Reading Informational Text standards and Writing standards.

By June 2012, 100% of students in grades 3-5 will complete a written opinion or argument based on an analysis of informational texts.

Comprehensive needs assessment

- Based on the data from the School Report Card, Progress Report, teacher observations and Quality Review, the school needs to improve its ability to reread, understand apply nonfiction text and information text. The New York State ELA results item analysis showed that students struggled with questions that had to do with analyzing information, comparing and contrasting and vocabulary development. The data also showed that students were not able to answer questions writing that were connected to this kind of text. We have created this school wide goal due to the data analysis and also as a support and focus for fulfilling the Citywide Expectations.

Instructional strategies/activities

- A team of lead teachers will attend a network literacy yearlong study on supporting students with their conversations and persuasive writing.
- A group of identified teachers by the principal will participate in the turnkey sessions from this lead teacher group. They will then go to their colleagues and share what they have been learning.
- On the Chancellor's Professional Development Day in November, there will be a full school rollout of engaging student in meaningful conversations that will lead to persuasive writing.
- On the Chancellor's Professional Development Day in June, teachers will reflect on the work that was done during the year in persuasive conversations, persuasive writing and rigorous tasks. They will plan for the next steps for the 2012-2013 school year.
- Identified teachers will teach demo lessons on the various pieces of the process. These demo lessons will be posted in the main office and all will be welcome to attend.
- As a school community, students in grades PreK-5 will be engaged in a rigorous task aligned to the Common Core from the Common Core Library.
- Time will be allotted for reviewing curriculum maps to ensure the maps are aligned with the Common Core Standards.
- The following professional books will be purchased for our professional learning communities to support the work with our students in the Common Core: A Guide to Teaching Persuasive Writing by Karen Caine. Teachers will participate in book talks/study groups.
- Parents will receive information about the work our school is doing
- with the Common Core and persuasive conversations/writing on the PS 206 school web site. Our parent coordinator, our Lead teachers and administration will provide a workshop series for parents on the above so that they are clear on the school's goals and expectations and can support our efforts at home.
- Teachers will look at student work on a weekly basis. They will give to the principal a checklist and analysis of the student work and what trends they are seeing. They will use student work data to drive future instruction and to create different entry points on their tasks.
- Vertical planning will allow teachers to look at student work above their grade and below their grade. They will provide feedback on the data they are seeing and what the next steps should be for instruction.

Strategies to increase parental involvement

- Parent Coordinator will work with the classroom teachers and the administration on creating workshops that will support the parents as they work with their children on the school wide goal.
- Presentations will be given at the PTA meetings and at the SLT meetings, outlining and highlighting what the school is doing to reach our goal and their role.
- Translate all important information and communication to parents to the best of our ability.

- Hosting educational family events/activities during Parent Teacher Conferences and throughout the school year.
- Encouraging more parents to become trained Learning Leaders

Strategies for attracting Highly Qualified Teachers (HQT)

- The school is committed to only hiring teachers who are highly qualified. The following strategies will be implemented when hiring a teacher: use of the Open Market system, attendance at Hiring Fairs, and recommendations from the Hiring Manager from our Network.

Service and program coordination

- Professional development opportunities for teachers through our network.
- Queens Central Y afterschool program
- Anti bullying assembly programs
- Title I afterschool program
- Title III afterschool program

Budget and resources alignment

- Network Support Team
- Parent Coordinator
- Title I funds for afterschool program
- Title III funds for afterschool ELL program
- Title I funds for supplies
- ARRA funds for per session for professional development and curriculum mapping toward the citywide expectations

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

Comprehensive needs assessment

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

Instructional strategies/activities

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

Strategies to increase parental involvement

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

Strategies for attracting Highly Qualified Teachers (HQT)

- The school is committed to only hiring teachers who are highly qualified. The following strategies will be implemented when hiring a teacher: use of the Open Market system, attendance at Hiring Fairs, and recommendations from the Hiring Manager from our Network.

Service and program coordination

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

Budget and resources alignment

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

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

Comprehensive needs assessment

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

Instructional strategies/activities

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

Strategies to increase parental involvement

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

Strategies for attracting Highly Qualified Teachers (HQT)

- The school is committed to only hiring teachers who are highly qualified. The following strategies will be implemented when hiring a teacher: use of the Open Market system, attendance at Hiring Fairs, and recommendations from the Hiring Manager from our Network.

Service and program coordination

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

Budget and resources alignment

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

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

Comprehensive needs assessment

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

Instructional strategies/activities

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

Strategies to increase parental involvement

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

Strategies for attracting Highly Qualified Teachers (HQT)

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

Service and program coordination

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

Budget and resources alignment

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

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1	31		N/A	N/A				
2	1		N/A	N/A				
3	15	20	N/A	N/A				
4	21	10						
5	25	13						
6								
7								
8								
9								
10								
11								
12								

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	<p>Students in grades K-2 are given a preliminary ELA assessment in September 2011. This data is used to design AIS services for those students who have been identified as at risk through Monitoring for Results. Students who are holdovers are also identified as being in need of AIS services. Students in K-2 receive Double Dose Foundations. They receive this instruction during the school day in small groups. The AIS provider will use either a push-in model or a pullout model depending on the student's need. Reading Recovery is provided for identified students in grades 1 and 2. This is a holistic approach to improving reading ability. Students are seen on a daily basis in a one to one session with a certified Reading Recovery teacher. In grade 2, students receive either guided reading instruction/services during the school day through small group instruction or Double Dose Foundations. Great Leaps is used as an additional phonics intervention in grades K-2 in the classroom on a daily basis. In grades 3-5, students receive guided reading strategy lessons and/or writing support through one-to-one conferences during the school day. Identified students in grades 4 and 5 receive the Wilson Reading Program on a daily basis using a pullout model by a Wilson trained teacher. Children who do not make progress being engaged in guided reading receive small group instruction in a pull-out program focusing on comprehension skills through read alouds and the reading writing connection. The Time for Kids Nonfiction Reading program is used to support comprehension skills and vocabulary development.</p>
Mathematics	<p>Students in grades K-2 receive small group instruction in mathematics utilizing a hands on approach through the HSP math program. This takes place on a daily basis in the classroom. Students in grade 2 have been administered the ECAM assessment and differentiated instruction in small groups and one to one intervention are designed from this assessment. Students in grades 3-5 receive small group instruction in mathematics utilizing a hands on approach through the Everyday Math program. Students who have been identified as weak in the area of</p>

	computation receive Great Leaps Math as a push in model with the math coach.
Science	Using an interdisciplinary approach, students read non-fiction science content during the Literacy Block. Students also are engaged in monthly writing activity tasks which focus on writing in the area of science. Vocabulary development is supported through this interdisciplinary approach to science. These strategies take place daily and in the classroom.
Social Studies	Using an interdisciplinary approach, students read non-fiction social studies content during the Literacy Block. Students also are engaged in monthly writing activity tasks which focus on writing in the area of social studies. Vocabulary development is supported through this interdisciplinary approach to social studies. These strategies take place daily and in the classroom.
At-risk Services provided by the Guidance Counselor	The school guidance counselor meets either one-to-one or in small groups during the school day with selected students. The school guidance counselor also meets weekly with students that are current holdovers and facilitates advisory groups.
At-risk Services provided by the School Psychologist	The school psychologist meets either one-to-one or in a small group during the school day with selected students. Schools Attuned methodology is implemented with targeted students.
At-risk Services provided by the Social Worker	The school social worker meets either one-to-one or in a small group during the school day with selected student. Schools Attuned methodology is implemented with targeted students.
At-risk Health-related Services	N/A Title

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

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

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Marlene Wilks	District 28	Borough Queens	School Number 206
School Name Horace Harding			

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

Principal Joan Thomas, I.A.	Assistant Principal Osceola Perez, I.A.
Coach	Coach
ESL Teacher Frances Chin	Guidance Counselor Lauren Phillips
Teacher/Subject Area Elissa Garrel - ESL	Parent
Teacher/Subject Area Maureen Bilewich - Math	Parent Coordinator Maggie Isdith
Related Service Provider Marc Katz - IEP	Other
Network Leader Marlene Wilks	Other

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

D. School Demographics

Total number of students in school	627	Total Number of ELLs	139	ELLs as share of total student population (%)	22.17%
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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. 

Part II: ELL Identification Process

2011-2112

1. For those parents who are registering their child for the first time, a Home Language Identification Survey (HLIS) is included in each registration packet. The Pupil Accounting Secretary, trained in administration of the HLIS, conducts the oral interview in English or refers the parent to a personnel member who can serve as an interpreter. If the staff members are unavailable, a telephone contact is made to the DOE's translation services. Also, one of two fully ESL-certified K-12 teachers is on call to assist in this process. Once completed, the HLIS is then submitted to the ESL department for review. From the responses provided, the ESL contact person/providers determine whether the child is eligible to take the LAB-R. If eligible, the ESL provider administers the LAB-R within 10 days of the student being admitted. If applicable, Spanish LAB is administered to Spanish speaking students at this time by a Spanish-speaking pedagogue in the building within the ten days.

This year ATS also generates lists of new eligible for testing admits who have been in the _____ system either from 1-5 days or 6-10 days. The staff also double-checks via ATS report called the RLER for new admits needing LAB-Revised test. Thus, the Pupil Accounting Secretary, ATS, and the ESL department make sure the guidelines and timelines are followed accordingly.

For current ELLs, the most recent results of the New York State English as a Second Language Achievement Test (NYSESLAT) are used to determine eligibility for ESL services. A printout of the latest RLAT from ATS is used to indicate changes in proficiency, changes in the amount of services provided, and continuance of services. Data from the RLAT is continually monitored and updated to reflect an accurate roster of current and former ELLs.

2. Following the administration of the LAB-R, all parents receive a letter explaining the informal and formal assessments used to determine their child's eligibility and whether their child is entitled to ESL services. All letters are in sent in the language the parents have requested according to the child's Home Language Information Survey (English or native language.) For those students eligible for ESL services, an entitlement letter is sent to parents, inviting them to attend an orientation session regarding specific program choices (Transitional Bilingual, Dual Language, and Freestanding ESL) that are available to them. At the workshop for Parents of Newly Enrolled English Language Learners parents view the video outlining their available ESL service options – Bilingual Transitional, Dual Language, or Freestanding English as a Second Language. They watch the DVD or website in the language of their choice. The Parents also receive the informative orientation pamphlets in their requested language. This workshop is made available at three different times. However, acknowledging the fact that our parents' schedules often conflict with these times, orientations may be set up at the request of the parent. If it's more convenient, they are given the DOE website where they can view the video in English or in native language and then return the surveys. Orientations are on-going throughout the academic year. Notices are frequently sent out reminding parents of these opportunities. All notices are sent out in the language requested by the parent. Parent involvement is a priority at P.S. 206, and outreach efforts are made by the ESL teachers, the Parent Coordinator, Administrators, and other school personnel to ensure that parents understand their available choices.

3. Entitlement letters are developed and distributed by the ESL department and sent home with every new and returning ELL student. Again letters are sent out in the language requested by the parent. For new students, the aforementioned entitlement letter is sent home to parents, indicating their child’s eligibility for ESL services.

For current ELLs, a letter is sent home, indicating the child’s new proficiency level (as determined by the previous year’s NYSESLAT) and/or whether the child is still eligible for ESL services. Parents of those ELLs’ continued entitlement send back the tear-offs acknowledging that fact of their child’s continued ESL entitlement.. For ELLs who have tested out, parents are informed that their child will continue to receive academic support for two years and will receive ELL test modifications. In addition, their child is still eligible for participation in Title III programs.

To ensure that Parent Surveys and Program Selections forms are returned, the school has a strong line of personnel designated to keep parents aware of the importance of attending orientations and workshops. The Parent Coordinator is a key liaison in forging and strengthening the home/school relationships for newcomers, ELL students and their families. Further support is provided by classroom teachers who have frequent contact with families and are able to remind them about the importance of returning forms. Follow-up phone conversations have also yielded a high level of returned documents.

4. At this time, P.S. 206 offers a Freestanding ESL instructional program to its identified ELL students. Clear communication between parents and teachers ensures that parents understand their options. If language is a barrier to communication, personnel are brought in to interpret and to assist parents in making their preferences known. Translated Parent Survey forms are also offered at this time. In the event that a parent wishes to get more information about Transitional Bilingual or Dual Language programs in the area, the orientation provides this information and/or refers the parent to the appropriate contact person if he/she wants a transfer to another program selection.

5. As aforementioned, P.S. 206 offers a Freestanding ESL program to its eligible students. After reviewing the Parent Survey and Program Selection Forms for the past few years, we have observed that our parents indicate ESL as the first choice on the document. This year, of the 33 eligible students, all parents’ except one picked Freestanding ESL program as their first preference. In previous years the Free Standing ESL model has been chosen by parents. In the school year of 2010-2011 42 parents selected Free Standing ESL as their first choice. There have been a few rare instances in which a parent omitted to indicate the type of program on the preference sheet. When this has happened, a follow-up contact was made by the ESL staff member and/or translator (when needed), and the preference for Freestanding ESL instruction was indicated. As a result, we can safely say that our school is aligned with our parents’ final choices.

6. Parents who have filled out the preference sheet have indicated that they wish their child to receive Freestanding ESL instruction. Thus, the program models offered at P.S. 206 align with the parent requests. The school continually monitors parent choice on all forms, and changes itself to reflect growing and changing needs. In response to linguistic diverse student population, the school has provided classroom teachers and ESL personnel with more professional development on instructional strategies that facilitate optimum learning opportunities for the ELL child. If, indeed, there appeared to be a greater need for bilingual programming from increased enrollment, the school administration would certainly make this a serious consideration.

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):
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Dual language program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):
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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	To t #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	0	1	1	1	1	1								5
Total	0	1	1	1	1	1	0	0	0	0	0	0	0	5

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	139	Newcomers (ELLs receiving service 0-3 years)	103	Special Education	8
SIFE	0	ELLs receiving service 4-6 years	27	Long-Term (completed 6 years)	1

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	104	0	1	34	0	7	1	0	0		139
Total	104	0	1	34	0	7	1	0	0		139

Number of ELLs in a TBE program who are in alternate placement: 0

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

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
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL 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: ____ Hispanic/Latino: ____
 Native American: ____ White (Non-Hispanic/Latino): ____ Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	11	8	10	13	7	8								57
Chinese	2	1	2	0	0	1								6
Russian	7	14	10	9	8	9								57
Bengali	0	1	1	1	1	0								4
Urdu	0	1	0	0	0	1								2
Arabic	1	1	0	0	0	1								3
Haitian	0	0	1	0	0	0								1
French	1	0	0	0	0	0								1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1	1	1	1	2	2								8
TOTAL	23	27	25	24	18	22	0	139						

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?

A. Programming and Scheduling Information

IV. Programming and Scheduling Information:

1a. At P.S. 206 there are two full-time certified ESL teachers to implement our ESL program.

We use the hybrid model of pull-out and push-in components of instruction in Free Standing English as a Second Language.

Our Beginning students are serviced via a pull-out teaching model. These children are immersed in an ESL environment that addresses their immediate language needs. The room provides pictures, interactive word wall, print rich charts and labels. There are language prompts posted to assist the ELLs to comprehend the patterns and use them to further acquire the English language. Through TPR, body language, repetition, read-alouds, interactive real-aloud, they will develop in their language acquisition, as well as social and cultural awareness.

The Intermediate students are pulled out 4 times to the same ESL pull-out environment. They will expand their language focus and sustain academic rigor.

Then both Intermediate and Advanced ELLs are serviced by an ESL teacher with a push-in model. ESL specialists push-in during balanced literacy of the Reading Workshop and the Writing Workshop. Classroom teacher and ESL teacher team-teach and/or parallel teach the mini-lessons. Co-teaching with the classroom teacher, the ESL instructor interjects and scaffolds through the use of the language lens and ESL strategies and methodologies. After the ELLs reflect on the teaching point, they embark on the modified guided reading component or a strategy lesson, especially concentrating on vocabulary and deconstructing the “juicy sentence.” This further serves to strengthen the skills and to improve the performance of our ELLs. Emphasis is placed on integrating content and language objectives with a focus on building social as well as academic language. The ELLs are continuously monitored and provided with differentiated instruction during small group instruction.

If the ELL teachers push-in or pull-out during another content area, such as math or science, they continue to use ESL methodologies and scaffolding to engage ELLs in quality interactions. They will gain more knowledge and stamina to reach their expectations in that subject.

1b. The ELLs are interspersed among the classes of each grade. Again, the Beginners are blocked together in a pull-out situation. In some instances the Beginners and Intermediates are meshed together as pull-out status, and then the Intermediates and Advanced are grouped together in the push-in mode.

2. Prior to the commencing of the Freestanding ESL program, classrooms teachers, related service providers, and SBST are given a list of ELLs with their designated status B, I, or A. They are aware of the mandated minutes for Beginners and Intermediates as 360 minutes and Advanced ELLs with 180 minutes of ELA and 180 minutes of ESL, as per CR Part 154.

3. In the school Freestanding ESL model content area material is made more comprehensible to the ELLs through various ESL strategies and methodologies. Both staff and ELLs are in awe of the Smartboard technology incorporated to engage all students and create visual schema as a conduit to the lesson. Interactive vocabulary is displayed in the lesson to allow ELLs to access new terminology. TPR and body language help convey meaning and intent during the mini-lesson.

Of course, content vocabulary and academic rigor are incorporated into both reading and writing lessons. ELLs work in modified guided reading or strategy lesson with ESL scaffolding and strategies. Language prompts are set up in the classrooms. These listening prompts, conversation prompts, reading prompts, and writing prompts enable the ELLs to visualize, to grasp, to understand, and to apply the vocabulary and concepts. For the lower grades ESL emphasis occur in phonology and word construction, read-alouds, shared and guided reading, shared and guided writing, and word work. In all these language acquisition activities ESL teachers scaffold instruction through use of modeling and other Sheltered English approaches.

4. At this time at P.S. 206 we only evaluate Spanish ELLs with the Spanish LAB. It reveals whether English or Spanish is their dominate language. We do not have Transitional Bilingual or Dual Language programs.

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	

A. Programming and Scheduling Information

Students with Interrupted Formal Education (SIFE) will be identified for classroom teachers upon entry to the school community.

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. Implications: Intervention Programs

We recognize that students' progress from the Beginning to Intermediate Level when they acquire listening and speaking skills. As they work on progressing to the Advanced Level of ESL acquisition, or work upon becoming proficient in the English language, ELLs need increased support in reading strategies to further enhance their comprehension and critical thinking skills. They need to also increase the focus on their writing skills and the organization of their thoughts in a logical manner. It is necessary to increase their awareness and understanding of the various concepts and the use of writing conventions. Due to the increased rigor of the upper grade curriculum content, our English Language Learners require targeted instruction in these areas of ELA, math, social studies, and science to move ahead. Content vocabulary and academic rigor will move the ELLs forward into the mainstream flow of English.

Based upon our school's Mission Statement and the LAP initiative, we continue to encourage active engagement in the four modalities of ESL instruction (Listening, Speaking, Reading, and Writing) within the Balanced Literacy framework, ESL/ELA Standards, and learning across the curriculum. We discourage teaching in isolation, and our professional development focus is geared towards strengthening the pedagogical interdisciplinary planning and the differentiation of instruction for all students with a particular focus on our English Language Learners. There is awareness that teachers need additional support given to guide them in scaffolding instruction for their students as well as how to tailor verbal and written directions. Increased opportunities for inter-visitation and modeling of appropriate strategies to support the ELL child, is another key consideration as we enhance our best practice.

Our Freestanding ESL model is built-in inclusion. Instructional support and language objective parallel the classroom teacher's teaching point. Small groups of ELLs work on content-based vocabulary within academic rigor. Consistency is important in implementing ESL modified guided reading and implementing Foundation with emphasis on phonology and word construction.

9. ELLs Who Have Tested Out:

Although ELLs have tested out (become proficient) as a result of the NYSESLAT, academic transitional support is still provided to them for two more years. They are allowed the same test modifications accorded to present ELLs. They are invited to the Title III Program and Academic Intervention Service in literacy or math, as determined by their ongoing assessments.

10. New Programs:

New ELLs in the lower grades will participate in Foundations/Wilson. This program involves decoding, phonology, letter and sound recognition. Also, ELLs will be experiencing the ESL modified guided reading and strategy lessons. Trained by the ELL Network Specialist, the ESL teacher will use ESL scaffolds to learn vocabulary and understand comprehension questions. Small group instruction will revolve around strategy lessons.

11. Discontinued Services for ELLs:

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. Implications: Intervention Programs

We recognize that students' progress from the Beginning to Intermediate Level when they acquire listening and speaking skills. As they work on progressing to the Advanced Level of ESL acquisition, or work upon becoming proficient in the English language, ELLs need increased support in reading strategies to further enhance their comprehension and critical thinking skills. They need to also increase the focus on their writing skills and the organization of their thoughts in a logical manner. It is necessary to increase their awareness and understanding of the various concepts and the use of writing conventions. Due to the increased rigor of the upper grade curriculum content, our English Language Learners require targeted instruction in these areas of ELA, math, social studies, and science to move ahead. Content vocabulary and academic rigor will move the ELLs forward into the mainstream flow of English.

Based upon our school's Mission Statement and the LAP initiative, we continue to encourage active engagement in the four modalities of ESL instruction (Listening, Speaking, Reading, and Writing) within the Balanced Literacy framework, ESL/ELA Standards, and learning across the curriculum. We discourage teaching in isolation, and our professional development focus is geared towards strengthening the pedagogical interdisciplinary planning and the differentiation of instruction for all students with a particular focus on our English Language Learners. There is awareness that teachers need additional support given to guide them in scaffolding instruction for their students as well as how to tailor verbal and written directions. Increased opportunities for inter-visitation and modeling of appropriate strategies to support the ELL child, is another key consideration as we enhance our best practice.

Our Freestanding ESL model is built-in inclusion. Instructional support and language objective parallel the classroom teacher's teaching point. Small groups of ELLs work on content-based vocabulary within academic rigor. Consistency is important in implementing ESL modified guided reading and implementing Foundation with emphasis on phonology and word construction.

9. ELLS Who Have Tested Out:

Although ELLs have tested out (become proficient) as a result of the NYSESLAT, academic transitional support is still provided to them for two more years. They are allowed the same test modifications accorded to present ELLs. They are invited to the Title III Program and Academic Intervention Service in literacy or math, as determined by their ongoing assessments.

10. New Programs:

New ELLs in the lower grades will participate in Foundations/Wilson. This program involves decoding, phonology, letter and sound recognition. Also, ELLs will be experiencing the ESL modified guided reading and strategy lessons. Trained by the ELL Network Specialist, the ESL teacher will use ESL scaffolds to learn vocabulary and understand comprehension questions. Small group instruction will revolve around strategy lessons.

11. Discontinued Services for ELLs:

Because of budget cuts there will be no Academic Intervention Service after school program for our ELLs.

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.
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Courses Taught in Languages Other than English ⓘ

C. Schools with Dual Language Programs

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Topics include how to implement the Total Physical Response (TPR) and Sheltered English supports; how to use language in the service of other learning, with the planned integration of content and language; how to plan opportunities for meaningful interaction between peers; how to provide opportunities where the child is a “problem solver” rather than an information receiver”; how to present different models of language that are understandable to the ELL, but also provides a new way of expressing meaning; and establishing frequent opportunities for interaction between the teacher and the individual student. Teachers are guided in how to develop/enhance reading and writing proficiency and strategies to further assist with listening comprehension and vocabulary development.

Under the guise and encourage of our Chancellor of the Department of Education we are working with the Danielson Framework and its domains to become more effective educators in preparing students for college readiness. Again, it works hand in hand with the New York State Common Core Standards. We are on the same page but have the flexibility to differentiate instruction for our ELLs.

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In addition, they encourage the staff to study the ELL data and research for data-driven differentiated instruction. The Literacy and ESL Network Specialists also provide in-house staff development and strong support for the teachers with ELL population. In all, teachers at school receive more than the required 7.5 hours of ESL training from in-house and outside service providers.

As ELLs begin transition from elementary to middle or junior high schools, workshops are given for the teachers, the students, and the parents. Orientation workshops either at P.S. 206 or the middle schools encompass important issues. One involves understanding the differences in the different school lay-outs, program schedules, and the large number of teenagers. Another issue deals with students who like to bully and with students who are bullied. ELLs and other students are encouraged to get along with each other and be sensitive to others.

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

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?

E. Parent Involvement:

Parent Involvement is a priority at P.S. 206, and outreach efforts made by the Parent Coordinator, ESL Teachers, Administrators, and other school personnel are consistent. Parent Coordinator is a key liaison in forging and strengthening the home/school relationships for newcomers, ELL students, and their families. Communications and workshops offered to these families are coordinated with the ESL teachers and conducted in multiple languages to reflect our commitment to include all members of the student population. Translators are readily available on a daily basis within our learning community to offer support to parents who may not be fluent in English.

Additional supports and resources are offered to our families in an effort to assist them in better navigating the DOE system and identifying key agencies that could provide further assistance to the student and his/her family. ELL parents are encourage to become involved in their child’s learning by participating in the various workshops/orientations offered; by attending the programs/events sponsored at the school and also by volunteering their time to assist in our learning community. There are ELL parents who are encouraged by seeing other ELL parents used as translator volunteers during some of our events

Community involvement will continue to be a priority and families will be invited to participate in our events, collaborations with PTA functions, trips and the daily happenings at the school. Local CBO’s and collaborating organizations will continue to support our efforts to develop stronger home/school connections for our ELL youngsters and their families.

To evaluate the needs of the parents we need to check out the feedback from the ELL parents.

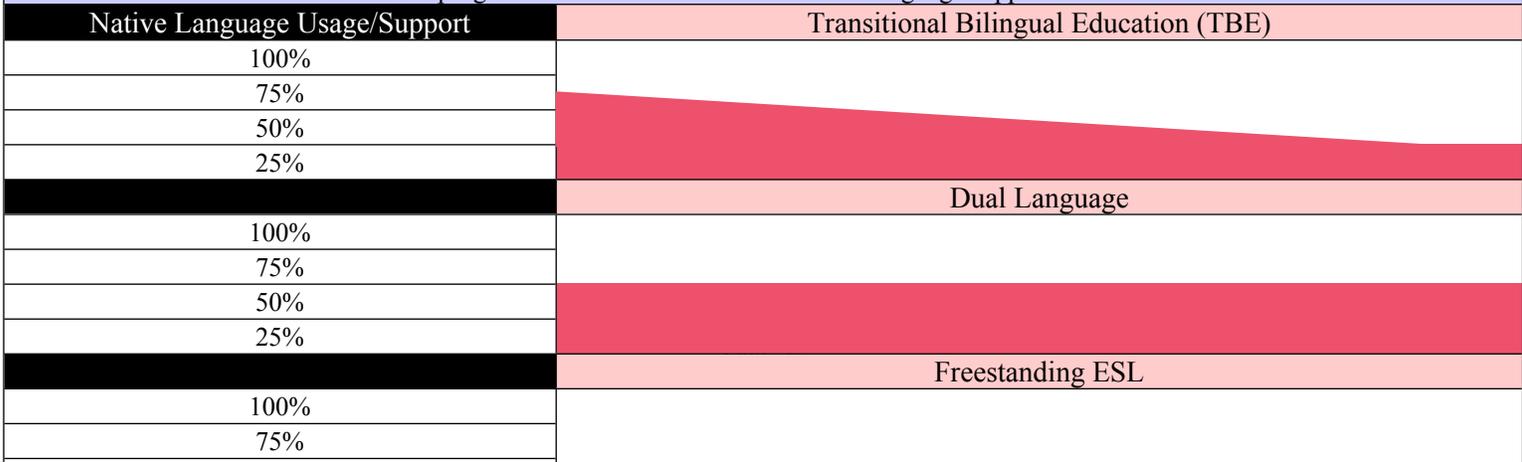
They share feedback from the ESL Progress Reports, Parents Teachers Conferences, telephone calls, Parent Coordinator, PTA Association, the ELLs themselves, and confidential reports (for example , medical, housing). Workshops are developed based on the Ell parents’ needs. One important training for ELL parents will be to know how to maneuver and understand the data in ARIS for his or her child.

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

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A team of literacy teacher, special teacher, and ELL teacher attend monthly informational meeting and turn key the information to the rest of the staff of classroom teachers, clusters, and other related service providers. One topic is on opinion writing via persuasion. Another tool is UDL – Universal Design of Learning. We are looking forward to learning, planning, preparing our students for high instructional expectations.

In addition, they encourage the staff to study the ELL data and research for data-driven differentiated instruction. The Literacy and ESL Network Specialists also provide in-house staff development and strong support for the teachers with ELL population. In all, teachers at school receive more than the required 7.5 hours of ESL training from in-house and outside service providers.

As ELLs begin transition from elementary to middle or junior high schools, workshops are given for the teachers, the students, and the parents. Orientation workshops either at P.S. 206 or the middle schools encompass important issues. One involves understanding the differences in the different school lay-outs, program schedules, and the large number of teenagers. Another issue deals with students who like to bully and with students who are bullied. ELLs and other students are encouraged to get along with each other and be sensitive to others.

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.

D. Professional Development and Support for School Staff

Professional development is strategically planned to focus on informing all pedagogical staff on the powerful specialized strategies for strengthening the literacy and academic performance of our ELL students. Sessions are conducted during grade conferences, faculty conferences, and assigned professional development opportunities, both in-house and through outside service providers.

Staff development is designed to meet the needs of the new teachers as well as the veteran pedagogues. An important element that continues to be reinforced is the need to differentiate and scaffold instruction for all students, including our English Language Learners and special needs children. Teachers are informed on ways in which the classroom can provide an inviting and nurturing learning environment that supports the building of an ELL's self-esteem and developing confidence in a new language.

Topics include how to implement the Total Physical Response (TPR) and Sheltered English supports; how to use language in the service of other learning, with the planned integration of content and language; how to plan opportunities for meaningful interaction between peers; how to provide opportunities where the child is a "problem solver" rather than an information receiver"; how to present different models of language that are understandable to the ELL, but also provides a new way of expressing meaning; and establishing frequent opportunities for interaction between the teacher and the individual student. Teachers are guided in how to develop/enhance reading and writing proficiency and strategies to further assist with listening comprehension and vocabulary development.

Under the guise and encourage of our Chancellor of the Department of Education we are working with the Danielson Framework and its domains to become more effective educators in preparing students for college readiness. Again, it works hand in hand with the New York State Common Core Standards. We are on the same page but have the flexibility to differentiate instruction for our ELLs.

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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?

E. Parent Involvement:

Parent Involvement is a priority at P.S. 206, and outreach efforts made by the Parent Coordinator, ESL Teachers, Administrators, and other school personnel are consistent. Parent Coordinator is a key liaison in forging and strengthening the home/school relationships for newcomers, ELL students, and their families. Communications and workshops offered to these families are coordinated with the ESL teachers and conducted in multiple languages to reflect our commitment to include all members of the student population. Translators are readily available on a daily basis within our learning community to offer support to parents who may not be fluent in English.

Additional supports and resources are offered to our families in an effort to assist them in better navigating the DOE system and identifying key agencies that could provide further assistance to the student and his/her family. ELL parents are encourage to become involved in their child's learning by participating in the various workshops/orientations offered; by attending the programs/events sponsored at the school and also by volunteering their time to assist in our learning community. There are ELL parents who are encouraged by seeing other ELL parents used as translator volunteers during some of our events

Community involvement will continue to be a priority and families will be invited to participate in our events, collaborations with PTA functions, trips and the daily happenings at the school. Local CBO's and collaborating organizations will continue to support our efforts to develop stronger home/school connections for our ELL youngsters and their families.

To evaluate the needs of the parents we need to check out the feedback from the ELL parents.

They share feedback from the ESL Progress Reports, Parents Teachers Conferences, telephone calls, Parent Coordinator, PTA Association, the ELLs themselves, and confidential reports (for example , medical, housing). Workshops are developed based on the Ell parents' needs. One important training for ELL parents will be to know how to maneuver and understand the data in ARIS for his or her child.

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)	17	22	10	10	5	4								68
Intermediate(I)	1	4	6	8	3	9								31
Advanced (A)	5	1	9	6	10	9								40
Total	23	27	25	24	18	22	0	0	0	0	0	0	0	139

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	0	0	4	1	0	0							
	I	10	1	0	3	1	2							
	A	10	7	11	2	5	4							
	P	3	10	8	12	12	8							
READING/ WRITING	B	19	3	11	5	0	3							
	I	3	6	7	2	10	3							
	A	1	9	5	11	8	8							
	P	0	0	0	0	0	0							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2	9	4	0	15
4	0	8	5	0	13
5	4	9	4	0	17
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	5		9		7				21
4	0		8		7		3		18
5	1		6		9		2		18
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		2		9		3		15
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

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

Native Language Tests

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

B Assessment Data

The school uses a variety of assessment tools to assess and measure the early literacy skills of English Language Learners. Among these are Fountas and Pinnell Benchmarks, Teachers College Reading and Writing Workshop, Foundation Benchmarks (Draha), in addition to

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: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	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: 28Q206 **School Name:** 206

Cluster: 2 **Network:** 209

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.

The school uses the Home Language Information Surveys which parents fill out at the time of registration. HLIS is a major starting point for collecting data regarding languages spoken at home. This information serves to inform our school's parental translation and interpretation needs. In addition, we view our Home Language Report via ATS to assess which language translations our parent body may require.

This year our language needs assessment findings of new ELLs indicate: 13 Spanish, 19 Russian assistance, 3 Chinese , 1 French, 1 Persian

ATS does have that informative report RAPL - Adult Preferred Language Report. It shows the adult's preferred spoken language and preferred written language. Each and every student and his/her parent are included in the report. Thus, from this data, translation services are not limited to parents of ELLs, but to entire school community.

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.

All data is entered in the Department of Education ATS and ARIS systems. This information allows us to see which language resources we need to tap into, whether it's the school staff, the community, and/or the DOE translation unit. The summary is shared with the School Leadership Team (SLT) and with the community via the Parent Teacher Association. Teachers are notified of the parents' language preference for all written correspondence. The Parent Coordinator works together with the ESL teachers and classroom teachers to provide translated versions to parents for all school correspondence.

Part B: Strategies and Activities

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

We utilize our Parent Coordinator and other personnel for written translations for the Spanish parents and students. We do have staff members, who offer their expertise in the written aspect of the Bengali, French, Haitian Creole, and Russian languages. However, other written interpretation needs such Chinese and Persian will come from the DOE translation unit. The entire staff works in a timely manner such that these parents do receive the proper notices of school workshops, school-wide activities, and Parent Teacher Association meetings.

At the start of each academic school year, the Parent Coordinator receives data regarding the language needs of our parent body. In response to this data she issues each parent the necessary copies of the Parents Bill of Rights and responsibilities. The school ensures that the appropriate translated language versions are received by the parents according to their language preference.

P.S. 206 has a variety of language signs prominently displayed at the entrance to the building. Information packets are available for the parents in our lobby. They are provided in several high incidence language translated versions

Our educational office ensures that all necessary school correspondence is translated in a timely manner for our parent body. The documents are submitted to the DOE translation unit two weeks in advance before they are given out to the school community.

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.

The school provides a strong oral interpretation service. We have a list of staff members who speak other languages such as Russian, Hebrew, French, Haitian Creole, Bengali, and Chinese. They assist in translating during Parent-Teachers conferences, school workshops, and PTA meetings. Trained parent volunteers also translate for the parents/caregivers, and students. If we do not have personnel to help out, we will use the translation unit at the DOE. The telephone number is posted prominently in the office for easy access for both school staff and the community. All information is shared again in the parents' workshops and in both school communication from the school and the Parent Coordinator.

To reiterate, our school utilizes inhouse staff and personnel for oral translations. In the event that we do not have a translator on site, we rely

on the DOE translation unit hotline. Also during group or one on one meetings, we take advantage of parent volunteers, family friends, and staff to help meet the translation needs at our various meetings.

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>.

On Page 2 of the Home Language Information Surveys parents indicate which language they prefer the school to use in the communication with home, either in English and/or in their native language. The required information is entered into ATS. This enables the Administration and the school personnel to engage in correct communication with the parents/ school community.

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: <u>206</u>	DBN: <u>28Q206</u>
Cluster Leader:	Network Leader: <u>Marlene Wilks</u>
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 type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 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 type="checkbox"/> 3 <input type="checkbox"/> 4 <input 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: <u>2</u> # of certified ESL/Bilingual teachers: <u>1</u> # of content area teachers: <u>1</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Instructional Program:

The population of P.S. 206 reflects the diversity of the surrounding community. Of our 627 students, 31.9 % are Hispanic, 20.7 % are Black, 18.0 % are Asian/Pacific Islanders, 28.7% are White, and 0.01 % is Multi-Racial. ELLs comprise 22.17% of the student body. The native languages include Spanish, Russian, Bengali, Mandingo, Chinese, Japanese, Arabic, Haitian Creole, and French.

Many of our ESL students arrive with no or little prior schooling. Others come from war-torn countries where their education may have been compromised. Still others have their learning interrupted by mid-year visits to native lands. To address the unique needs of these children, our school mission encourages the designing of programs that meet the potential of all students. Therefore, one important goal is to provide and implement a curriculum for these ELLs.

There was a total of 135 ELLs who took the New York State English as a Second Language (NYSESLAT) given in the Spring of 2011. The results from Spring 2011 indicate that 13.3%, or 18 former ELLs, are now proficient. With results from the NYSESLAT 2011 and LAB-Revised 2011, thus far, we have 48.9%, or 68 ELLs, who are Beginners, 22.3 %, or 31 ELLs, who are Intermediates and 28.7 %, or 40 ELLs, who are Advanced.

We, therefore, propose the following program:

For 2011-2012 Title III ELL After School Program will be set up for students in Grades 3, 4, and 5. In order to continue support for our former ELLs from Spring of 2010 and Spring of 2011, we will also invite them to participate. Grade 3 ELLs will attend on Tuesdays, starting on December 2, 2011 and ending on March 27, 2012. Grade 4 and Grade 5 ELLs will participate in the program on Wednesdays and Thursdays, beginning on December 3, 2010 and finishing on March 29, 2012. Each class will commence at 3:00 PM. Students will be dismissed at 4:30 PM. Thus far, 40 ELLs have enrolled in the Title III After School Program.

Instruction will be provided in the English language by one licensed ESL teacher and one general education instructor in a collaborative team teaching model. The program is designed and developed to include various ESL strategies and activities to be used in the balanced literacy model. We will concentrate on read-alouds, model reading, shared and paired reading, and shared, paired, and interactive writing. Academic rigor and content vocabulary will play a tremendous impact in vocabulary identification and development. Focus range from Tier 1, to Tier 2 (now mortar for foundation), to Tier 3 (now "brick" for support) words.

For example, using On Our Way to English materials, Title III ELLs will read and study A Pocketful of Opossums. From there they will create their own personal timelines. ELLs will engage in peer self-editing. Their four ESL modalities of listening, speaking, reading, and writing are embraced as they share their information. This particular project/task is aligned with the New York Common Sore Standard in

Part B: Direct Instruction Supplemental Program Information

Social Studies. Culminating activities will result in sharing and displaying of the ELLs' timelines (past, present, and future dreams).

ELLs will enjoy and benefit from the Benchmark leveled sets of Personal Narratives, Persuasive Letters, Biography, Informational Texts, and Pourquoi Tales. The units provide explicit lessons that improve literacy, language, and content understanding. These lessons build up process-writing skills and academic oral language.

Students' listening, speaking, reading, and writing skills will be further reinforced through NYSESLAT information and getting ready for the NYSESLAT in the Spring of 2012. ELLs will work toward approaching and meeting the standards in their English language skills.

Students' strengths and weaknesses will be assessed, and interventions and academic support will be planned accordingly. Assessment will be ongoing through the work in students' portfolios and continued conferences.

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: Professional Development Program

We are fortunate to have the Children First Network staff. This year Network 209 has initiated a series of Literacy Seminars, as we embark on the road to the new state test format. This coincides with the alignment of the New York State Common Core Standards. The team consists of one literacy teacher, one special education member, and English Language Learner specialist. The team attends the monthly day-long informational meetings, and they turn-key the format to the rest of the staff during Faculty Conferences, grade conferences, and Staff Development Days. The focus, thus far, involve informational texts with emphasis on persuasive reading and writing

.Another tool is UDL – Universal Design of Learning. We are looking forward to learning, planning, preparing our students for high instructional expectations.

We have scheduled three half-hour slots to plan for the Title III After School Program. With the Network staff development support and the data we have on our ELLs (ELA, Math, Acuity, NYSESLAT) we design and develop language support lessons for vocabulary, think-alouds, read-alouds, and small group instruction. We discuss each ELL's strong and weak points and plan appropriate differentiated instruction.

Part C: Professional Development

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: [Parent Involvement](#)

Parents/Caregivers of the Title III Program will be invited to different workshops in order to observe, participate, and inquire about the ESL services. Ms. F. Chin, certified ESL instructor, will conduct the workshops alongside with the general education teacher. Title III Parent workshop invitations will be given via their children to the parents in the language they have chosen on the HLIS. Grade 3 Title III workshops will be on Tuesdays. Grade 4 and Grade 5 workshops will be on Thursdays. All workshops will be held during regular Title III After School class times - 3:00 PM - 4:30 PM.

First parents/caregivers will be invited in January, 2012 for the publishing part of the ELLs' timelines. These social studies projects will showcase the ELLs' life in the native country and their dreams for the future. In February the parents/caregivers will learn about Chinese New Year. In March we will inform the parents/caregivers about the NYSESLAT and how they can help their children feel comfortable about the state assessment. As the after school program winds down, parents/caregivers will be invited to attend the Title III ELLs' final celebration of the year. The students can either share their reflections or perform their creations.

Part E: Budget

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

Allocation Amount: \$15956

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

Part E: Budget

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

Allocation Amount: \$15956

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
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	????	????