



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: PS 200

20K200

PRINCIPAL: Javier Muñiz

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SUPERINTENDENT: KARINA COSTANTINO

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Javier Muñiz	*Principal or Designee	On File
Marcy Abramowitz	*UFT Chapter Leader or Designee	On File
Donna Salerno	*PA/PTA President or Designated Co-President	On File
N/A	DC 37 Representative, if applicable	
Stacy Battista	Member/AP	On File
Karen Brusca	Member/Teacher	On File
Christine Perez	Member/ Teacher	On File
Frances Wos	Member/ Teacher	On File
Monica Farinacci	Member/ Parent	On File
Elizabeth Figueroa	Member/ Parent	On File
Nosheen Khurram	Member/ Parent	On File
Justine Kirshey	Member/ Parent	On File
Concetta Aloï-Vidal	Member/ Parent	On File

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

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 2013, our school's RTI program, will increase the students phonemic awareness by 5% or higher in grades K-1 at-risk students, as measured by The AIMS-Web progress monitoring system.

Comprehensive needs assessment

We have conducted a trend analysis of academically at risk students in grades K-1. Our findings reviewed that over 15% of the 1st grade students were on our promotion in doubt list. We have grouped the students in homogenous classes where the teachers received specific phonemic awareness training. This is to be implemented during the literacy block.

Instructional strategies/activities

- Improving tier 2 intervention strategies
- Each student presented at our RTI meeting is assigned member of the team as a case manager that will support the teacher in gathering all the documentation for the presentation of the case to the team.
- Teachers are provided time to present the cases to the RTI team
- Share successful RTI strategies with regular classroom teachers.
- Implementation of a RTI Team meeting reflection form
- Refining the RTI Steering Committee
- Hired a Teacher Assistant to support the targeted groups.
- We are going to implement a progress monitoring system, AIMS Web, in the K-1 targeted classes.
- Continue to develop the binder to support the implementation of RTI strategies in the classroom.
- Creating a Supportive, Cooperative Environment with High Expectations
- Bi -Monthly progress report on Tier 2 students.
- Orton-Gillingham Training for all Special Education teachers and selected classroom teachers.
- Teachers will deliver multisensory instruction that involves immediate, intensive, and continuous interaction between what the student is seeing, hearing, and feeling in the speech mechanisms and

the writing hand.

- Plan for differentiation of instruction during the 50 minutes twice a week extended day and after school programs.
- Teachers will receive training on the use of ARIS and Acuity according to their technology goal survey.
- Provided differentiated PD on better understanding of the IEP as a tool to improve instructional planning.
- Teacher workshops on language acquisition for ELLs that will lead to better planning and lesson development.
- Parent workshops to support ELL students at home.
- Workshops for parents in English Language development
- Grade team planning of curriculum maps that provide coherent lessons that are scaffolded for our lowest third to allow them to have access to the rigorous tasks.

Strategies to increase parental involvement

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

Budget and resources alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

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

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 2013, 100% of classroom teachers will strengthen their common language and understanding of what quality teaching looks like by deepening the school community's comprehension of the Danielson Framework for Teaching. This will be evident by short, frequent classroom visits whereby timely actionable feedback is provided with a research-based rubric.

Comprehensive needs assessment

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

Instructional strategies/activities

- 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) Grade leaders attend monthly Instructional Team meetings. To discuss best practices.
 - b) Teachers meet on a weekly basis during teacher teams.
 - c) Teacher has weekly scheduled common preps.
 - d) Supervisors will do walkthroughs and provide actionable feedback

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

Purchased Teach boost to help support our walkthroughs

Supervisors participated of a Teachboost Webinar.

Supervisors provided PD on Danielson Framework targeted components

Schedule grade team leader meeting time "Instructional Team"

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

By June 2013, the writing performance of our English Language Learners in 3-5 will increase by 5 % as measured by the writing component of the NYSESLAT and pre and post unit assessments based on CCLS standardized writing rubrics.

Comprehensive needs assessment

This is the fourth year of implementing a push-in model with academic support programs in the form of an after school program for advance ELLS and a Saturdays Academy for the beginners and intermediates. This model has yielded positive results allowing us to gain credit in our progress report.

Instructional strategies/activities

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

Strategies to increase parental involvement

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

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

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

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

- *By June 2013, there will be a 5% increase among the school community in the area of communication as evidenced by the ELS.*

Comprehensive needs assessment

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

According to the 2012-13 School survey we noticed that there was a slight drop in the parent participation as compared to the previous year. In addition 47% of the parents indicated "Very Satisfied" in the communications component of the School Environment Survey.

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) the Leadership Team is going to brainstorm ideas to increase the percentage of very satisfied parents in the School Environment Survey
 - c) key personnel and other resources used to implement these strategies/activities,
 - d) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - e) Timeline for implementation.

Strategies to increase parental involvement

- Use of school messenger
- Letters sent home are translated in the 5 major languages
- Calls home are translated into the home's preferred language.
- Parent coordinator Outreach
- New student walkthrough of the building.
- Parental participation in shows and student presentations
- Learning Leaders
- Parent participation in writing publishing celebrations
- Science Fair
- Family Literacy Night
- Math Fair
- Taking steps to improve safety issues during dismissal and a system to help with visitors in our building.
- Giving teacher's positive feedback in a tangible way (email) and encouraging teachers to have conversations about their teaching.
- Putting in place a protocol for when a teacher has a student with extreme behavior problems.
- Regular distribution of the Benson Weekly updating the staff on upcoming important school issues and events.
- Supervisors, Grade, and Cluster Team Leaders regularly turn-keying important information on pedagogical and building issues.

Budget and resources alignment

• Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Scheduling time and funding Annual Dance Festival, Evening of Art, school wide concerts, events and presentations,
- Classroom events and presentations,
- Hiring additional Teacher Assistance.
- Providing learning Leaders with space and resources.

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

To develop a strong special education department that is knowledgeable and implements the new special education reforms. Increasing the additional credit that the school receives to 20% or higher in our progress report .

Comprehensive needs assessment

The school was able to receive 10% additional credit for exceptional gains by students with disabilities, English Language Learners, and students with the lowest proficiency citywide this data was obtained by looking at the Closing the Achievement Gap section of the 2011-12 Progress Report.

Instructional strategies/activities

- A research-based commitment to *Comprehensive School Reform (CSR)* that will improve instruction school wide for all learners, including English Language Learners (ELLs) & Special Education Learners
- Enlist assistance from network 609 to plan professional development for staff on techniques of differentiating instruction for Special Needs students and ELLs
- Monthly progress indicator on LRE
- Provide PD on how to understand the IEP
- Provide PD on creating quality IEP goals.
- AP logs of teacher support.
- Flexible scheduling. Special Ed teachers will provide intervention at risk students
- Reading Tracker progress monitoring
- Saturday Academy
- Extended Day instruction
- Teachers have one period a week to look at student work
- Common preparation periods
- Special Education teachers will create common core aligned assessments to determine promotion promotional criteria for students with modified promotional criteria.

Strategies to increase parental involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

The SLT will be establishing a sub-committee for special education.

Budget and resources alignment

• Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Assign an assistant principal to oversee Special Education.
- Weekly Special Education meeting with all special Education teachers
- Flexible scheduling of special education teachers
- Funding professional development on improving IEP goal writing.

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Extended Day Saturday Academy Afterschool Homogeneous Orton-Gillingham groups At risk tier 2 pullout	Small Group	At risk During the school day During 50 minutes of extended day
Mathematics	Perfective Learning is provided in a small group during	Small group	After school and on Saturday. 90-Min. Math Block
Science	Teachers have created non-fiction units that have tasks that meet the individual student needs		
Social Studies	Teachers have created non-fiction units that have tasks that meet the individual student needs		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> • Conferences with Parents before the school day begins; • Conferences with students and with groups of students; 		

	Conferences with Teachers; Conferences with Parents; Conferences with Administration		
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HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

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

- Dual language teachers are taking advantage of title 1 set-asides to complete their requirements for highly qualified.

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

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies 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. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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.

• 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
 - Providing test sophistication to grades 3, 4,& 5 that aligns with The Common Core.
 - Providing enrichment activities for grades 3, 4 &5 Gifted Program students, Special Education, and Globe Students during school hours.
 - Providing the least restrictive environment for students with special needs, in all school activities including Adaptive Phys Ed, Art, Technology, and recess as determined by the LRE Committee.
- *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;
 - 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; as well as a school calendar, school messenger, and E- Chalk web page.
- 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;

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;
- 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;
- Ensuring the safety of the students, by enforcing the Discipline Code, hosting anti bullying assemblies, and participating in “Respect For All Campaign”.
- 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;

- **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
2012-13**

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

Part I: School ELL Profile

A. School Information [?](#)

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

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

Principal Javier Muniz	Assistant Principal Stacy Battista
Coach	Coach type here
ESL Teacher Christine Perez	Guidance Counselor
Teacher/Subject Area Marcy Abramowitz/ESL	Parent Donna Salerno
Teacher/Subject Area Karen Brusca	Parent Coordinator Lucy Lamothe
Related Service Provider Frances Wos	Other type here
Network Leader type here	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	8	Number of certified bilingual teachers	6	Number of certified NLA/foreign language teachers	
Number of content area teachers with bilingual extensions		Number of special education teachers with bilingual extensions		Number of teachers of ELLs without ESL/bilingual certification	3
Number of teachers who hold both a bilingual extension and ESL certification	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	2		

D. School Demographics

Total number of students in school	1334	Total Number of ELLs	243	ELLs as share of total student population (%)	18.22%
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Part II: ELL Identification Process

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

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

1. At P.S. 200, upon registration every parent is given the Home Language Identification Survey (HLIS) in his native language. These surveys are written in various languages such as Russian, Chinese, Spanish, Urdu, Albanian, Arabic, Korean, Polish among others. As part of the initial screening a pedagogue explains this HLIS form and is assisted by members of our school community, who are fluent in various native languages, for translation purposes, when necessary. After the parent completes the form a pedagogue screens the HLIS and conducts an informal oral interview with the parent and child in English to determine if the child is eligible to take the LAB-R. The LAB-R will be administered within the first ten days of the child's admittance. For children that were transferred from other public schools we look at their test history to find out their previous LAB-R or NYSESLAT scores. The administrators and the ESL teachers analyze the trends in the NYSESLAT scoring to help determine the best approaches for assisting our ELLs during the school year.

2. We have two parent orientations within the first ten days of school. One is held in the morning and the other in the evening. Parents of all new admits are invited to the meetings. At both sessions we show a video in the various languages of our parents that explains the three choices. The three choices are Transitional Bilingual Education, Dual Language and Freestanding ESL. Translators are available at both meetings to help parents fully understand the programs and the choices they make. When we are sure the choices are clear we distribute the form and ask for their timely return. P.S. 200 wants to make new parents feel part of the school community so we also invite PTA members to these meetings.

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

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

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)	1	1	1	1	1	1								6
Freestanding ESL														
Self-Contained			1	1										2
Push-In	4	5	2	2	6	4								23
Total	5	6	4	4	7	5	0	0	0	0	0	0	0	31

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	243	Newcomers (ELLs receiving service 0-3 years)	221	Special Education	19
SIFE	0	ELLs receiving service 4-6 years	22	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE		0								0

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
Dual Language	45	0		1						46
ESL	176	0	17	21		2				197
Total	221	0	17	22	0	2	0	0	0	243
Number of ELLs in a TBE program who are in alternate placement: <u>0</u>										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP
Spanish																			0	0
Chinese																			0	0
Russian	12	12	10	10	8	21	7	13	6	16	3	22							46	94
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	12	12	10	10	8	21	7	13	6	16	3	22	0	0	0	0	0	0	46	94

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 89 Number of third language speakers: 2

Ethnic breakdown of EPs (Number):

African-American: 1 Asian: 1 Hispanic/Latino: 1

Native American: White (Non-Hispanic/Latino): 91 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	20	5	5	4	6								51
Chinese	5	6	1	6	7	3								28
Russian	7	2	2	4	5	2								22
Bengali														0
Urdu	2	10	11	8	7	4								42
Arabic	4	4	4	4	6	2								24
Haitian														0
French														0
Korean														0
Punjabi														0
Polish				2										2
Albanian		3		1	1									5
Other	5	5	1	2	2	2								17
TOTAL	34	50	24	32	32	19	0	191						

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

1a. In 2012-2013 there will be 23 classes of push-in ESL instruction consisting of four classes in the fifth grade, six classes in the fourth grade, two classes in the third grade, two classes in the second grade, five classes in the first grade and four classes in kindergarten. Our school has selected to use the TEAM TEACHING Push-In Model. This model creates a dynamic classroom providing multiple opportunities for presenting information. This method of instruction includes working collaboratively with the classroom teacher to amplify instruction for the ELLs. In Team Teaching both teachers will actively deliver the same information at the same time. In this model both teachers have equal partnership. It encourages multiple interpretations and provides multiple opportunities for presenting information. This method of Team Teaching includes listening, speaking, and working collaboratively in a partnership. Team Teaching works best when both teachers are equally comfortable in a content area. ESL teachers will meet with classroom teachers on a regular basis for planning and to share ESL strategies that will benefit all students.

In the 2012-2013 school year we will have one class of pull-out ESL in kindergarten. In the second and third grade we have two classes where the classroom teacher provides ESL instruction to the ELLs in their class. In these classes the teachers are certified in common branch and ESL. Our school also has an F-status teacher to provided mandated services to ELLs in fourth and fifth grade. These classes are necessary because of high registers. Our school also offers the Dual Language Program in grades K, 1,2,3,4 and 5. . The Dual Language teachers that service ELLs in grades K,1 and 5 have completed courses for their bilingual extension and are waiting to take their certification exam. In Dual Language grades 3 and 4 an ESL teacher provides the mandated service for all of ,the ELLs. In Dual Language grade 2 the classroom teacher has a common branch and ESL license and is able to provide the mandated ESL requirements in the class.

b. In our Push-In, self contained and Dual Language models the children are of mixed proficiency levels, but in our pull-out programs the children are homogenously grouped.

2. At the beginning of the school year, the ESL Coordinator and the administration meet to ensure that all ELLs are receiving their mandated number of instructional minutes in all our program models.

a. In each program model (DL and ESL) beginner and intermediate are programmed for 360 minutes per week of ESL instruction. Advanced students receive 180 minutes of ESL instruction a week. For all ELLs, beginner, intermediate, and advanced, students receive 450 minutes of ELA instruction. For our Dual Language Program the beginners receive 60-90 minutes a day of NLA instruction, the intermediates receive 45-60 minutes a day, and the advanced receive 45 minutes a day.

3. In each program model content area is incorporated into ESL instruction. Every reading and writing unit on every grade is content area

A. Programming and Scheduling Information

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

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

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

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

c. Our students who are in ESL for four to six years require additional help in reading and writing based on the NYSESLAT scores: both during mandated ESL periods and in the classroom they receive instruction that focuses on building high order reading skills. Extended day affords these students small group instruction. They are also invited to participated in our Saturday Academy that is designed for Intermediate and Advanced English language learners.

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

6. To accelerate English language development for ELLs with special needs, our school provides after-school and Saturday programs, extended day, small group instruction, inquiry team intervention, buddy tutoring, computer lab interventions and the pupil personal team to ensure that the appropriate academic services are provided. For students with special needs, our school follows the mandates of each child's IEP. During the ESL classes the teachers focus on those skills that will enable the children to meet the state standards. The ESL program implements Differentiated and Direct Instruction and provides research-based, standards aligned and data driven ESL lessons that focus on key content area vocabulary development, phonetic awareness, grammar, and writing across the curriculum. The ESL teacher use strategies that scaffold instruction for English Language Learners. Some of the strategies that we implement in our lessons are activating students' prior knowledge, making connections, using visual charts and organizers and using realia. Prior to the lesson ESL teachers will front load information for optimal comprehension. Explicitly teaching key vocabulary from the text and focusing on concepts and connections are also a main component of ESL instruction to students with disabilities. For the 2012-2013 school year, many of our special education teachers, received training in the Orton- Gillingham program. The Orton Gillingham approach is multi-sensory, kinesthetic, and phonics based. The Orton-Gillingham method has classically provided intensive rehabilitation in reading, spelling, writing, and reading comprehension for children with learning disabilities like dyslexia. Some of the other materials teachers use for these students are Math Connects, Wilson's Foundations, Great Leaps, and various computer programs. These materials are used throughout the grade levels.

7. At P.S. 200 our curriculum is modified to meet the needs of ELLs-SWDs. During mandated ESL classes the teachers focus on the skills in reading and writing that will enable these children to meet the standards. Our special education students are pulled out and mainstreamed with other ELLs who are at the same proficiency level. These children are provided with targeted instruction to meet their

A. Programming and Scheduling Information

learning needs. These children receive small group instruction to help them build reading comprehension skills and are given opportunities to develop their English literacy skills.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

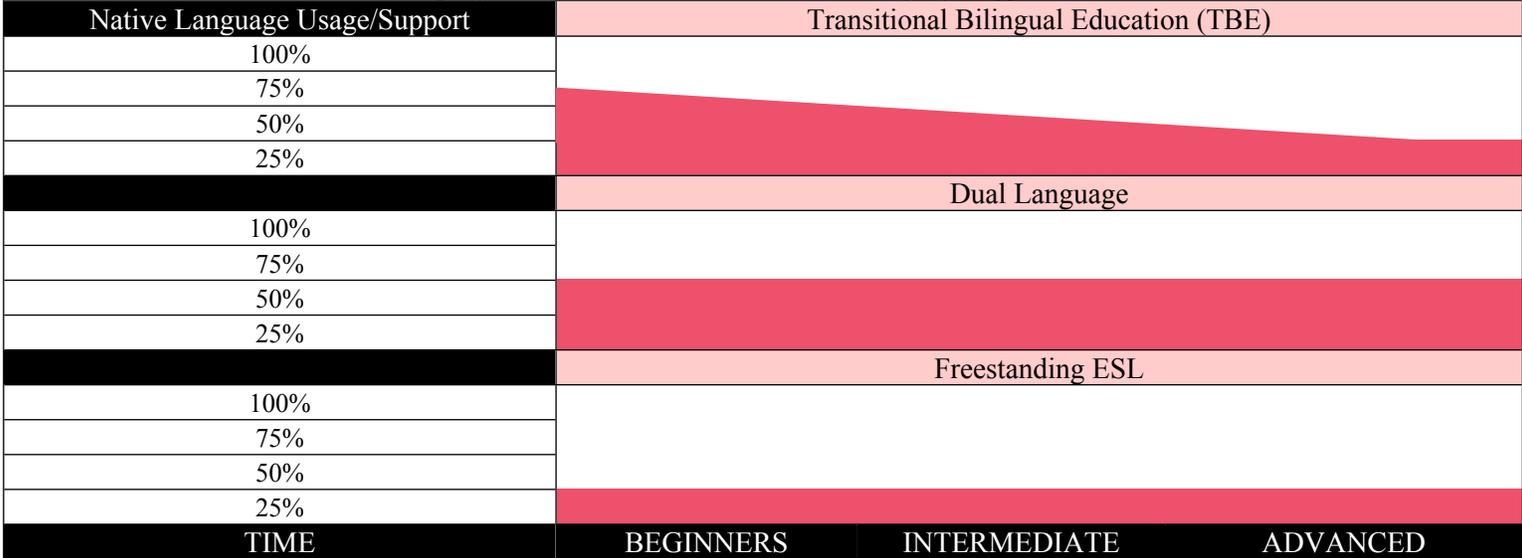
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
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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.



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

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
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. At our school we offer a variety of targeted intervention programs in order to meet the needs of ELLs in ELA and content areas. All of our reading and writing units on every grade are content-area based. ESL instruction is incorporated into Social Studies and Science reading/writing units thus combining content area instruction and language learning. Our push-in model supports content area instruction. Our science and social studies cluster teachers use hands on learning and ESL techniques to introduce new concepts to the ELLs. Our school uses the Everyday Mathematics program. This program supports ELLs by incorporating hands on activities, use of manipulatives and Promethean board technology. Classroom teachers have been made aware that for ESL students, two lessons are being learned at once: a set of new concepts as well as a set of new words to describe the concepts. ESL teachers use interactive strategies through cooperative learning activities which include, but are not limited to: peer buddies, small-group activities, think/pair/share, roll playing, dialogue journals, field trips, and KWL charts. In fostering the transition from BICS to CALP for ELLs, we introduce Tier II words, proficiency words and academic language. As mentioned before to maximize comprehension specific academic language is taught in conjunction with content area instruction.

9. After the children reach proficiency on the NYSESLAT they are afforded two years of transitional assistance. The Inquiry Team and the ESL Coordinator monitor their progress to meet each child's needs. We use our extended day, AIS program, after school program and Saturday Academy to help these children succeed. As required by the city, these children receive extended time when taking any tests.

10. In the 2012-2013 school year our school will have a lower grade art program. The addition of this art program allows for all students, including our ELLs, to have access to art instruction. We will continue to have a second computer lab. This computer lab will give ELL children even more opportunity to use technology. Our after-school program and Saturday Academy were a success last year, so we will continue these programs in the upcoming school year.

11. We are not planning to discontinue any programs for the upcoming school year.

12. All ELLs are afforded equal access to all school programs. Our after-school and Saturday Academy classes are available to all children on the appropriate grades. Both our Saturday and after-school programs will be using the Targeted Reading Intervention program. Targeted Reading Intervention specifically offers differentiation suggestions for English Language Learners as well as preteaching activities to develop content-related vocabulary essential to comprehension.

13. Our school uses technology at its highest form with the innovative use of Promethean boards, classroom computers, and individual laptops to supplement classroom instruction in various content areas. Technology integration is supported through ESL appropriate software in our two computer labs. There is on going professional development assisting teachers who want to become more adept with Promethean Board use when working with ELLs. By the end of the school year there will be Promethean Boards in every classroom. Professional Development will be provided to assist all teachers in the use of this technology.

14. At PS 200 all classroom libraries contain bilingual and native language books in the native languages spoken by our students. Our school library has a special section with books in many different languages that reflect our school's diverse population. We have many bilingual dictionaries and glossaries as well. All of these books are available to all of our students in all of our programs.

15. At PS 200 all required services support, and all resources correspond to ELLs' ages and grade levels.

16. N/A

17. N/A

C. Schools with Dual Language Programs

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

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

D. Professional Development and Support for School Staff

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

1. All teachers receive sustained professional development from network CFN 609. Our classroom teachers receive regular staff development on incorporating ESL principles and practices in the classroom. ESL teachers will be conducting on going PD to build capacity in implementing effective ESL strategies across the curriculum to increase English language development and academic achievement for all ELLs. In the 2012-2013 school year all teachers servicing ELLs will have the opportunity to receive professional development on the importance of technology and it's many uses for the instruction of English Language Learners. The ESL staff goes to staff development when available. Some of the topics covered are Common Core State Standards: Scaffolding of instruction for ELLs, academic literacy for ELLs aligned to CCSS, team teaching in the ESL program and curriculum mapping.

2. The school will offer a series of small group staff development sessions to assist the fifth grade teachers with information about all procedures for children applying to junior high school. The parent coordinator, the guidance counselor and the ESL staff will see to it that the transition from elementary school to middle school will be comfortable.

3. Special Education teachers are required to have 10 hours of ESL training and general education teachers are required to have 7.5 hours of ESL training. The administration and the ESL staff make sure that everyone has the appropriate training. If necessary the ESL staff provides the training during grade conferences, teacher teams, or after school

E. Parental Involvement

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

1. Parents are an essential part of the PS 200 community. This year, in conjunction with our parent coordinator, we will continue to engage in on going outreach to ELL families. There is a need to continue to strengthen the link between home and school, specifically for our ELL children; to enable them to be successful. Our school hosts monthly Parent Teacher Association meetings where parents are asked to discuss their needs and concerns. Interpreters of all different languages are always on hand to assist parents. New for the 2012-2013 school year, P.S. 200 uses E-chalk to connect teachers, parents, and school leaders to information they need to make learning successful. The Department of Education provides a survey for the parents to express their needs and concerns. At PS 200 the results of this survey are utilized to improve our school. Our School Leadership Team meets monthly. Parents make up 50% of this team and the other 50% is composed of administrators and teachers. Together we write the Comprehensive Educational Plan of which the Language Allocation Policy is a part. PS 200 hosts an annual Family Literacy Night.

2. At this time our school does not partner with other agencies or Community Based Organizations, instead, our school's family worker provides ESL instruction for parents twice a week. We offer a variety of weekly activities tailored to meet the various needs of our growing parental body.

3. At PS 200 we try to meet the needs of all our parents. The Parent Coordinator is always available to assist parents with issues that arise, whether it is building literacy skills, housing issues, applications or citizenship status. The Department of Education provides a survey for the parents to express needs and concerns. The results of these surveys are utilized to improve our school.

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

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)	31	32	8	9	16	7								103
Intermediate(I)		18	11	17	14	1								61
Advanced (A)	15	13	12	17	8	14								79
Total	46	63	31	43	38	22	0	0	0	0	0	0	0	243

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	1	5	1	0	4	1							
	I		2	4	1	2	2							
	A		21	7	10	9	3							
	P	23	14	22	12	12	11							
READING/ WRITING	B	1	20	4	4	6	3							
	I		19	12	15	14	1							
	A		9	9	14	7	12							
	P		3	1	0	0	0							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	9	10	3	0	22
4	7	10	3	0	20
5	6	10	1	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	9	1	9	3	8	2	0		32
4	2		10		5		5	1	23
5	3	1	3	1	9	1	2	1	21
6									0
7									0
8									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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	4	1	6		5	1	6		23
8									0
NYSAA Bilingual Spe Ed									0

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

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

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

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

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

1. At PS 200 we use the Teachers College Reading and Writing Project to assess the early literacy skills of all our children, including our ELLs. The data from this assessment reveals that our ELLs need support in decoding, phonics, acquiring vocabulary, and support in higher-order thinking skills. Teachers use this data to plan their instruction to better meet the needs of these students. This goes for classroom teachers, ESL teachers, AIS teachers and teachers of the extended day program.

2. The data patterns from LAB-R and NYSESLAT reveal children are at all levels of proficiency ranging from beginner to advanced.

3. We look at the patterns across NYSESLAT modalities to make decisions and set goals for instruction. ELLs who show deficiencies in listening/speaking receive instruction focusing on oral language, vocabulary, and speaking for communication using Basic Interpersonal Communication Skills (BICS). Through the use of appropriate big books, modeling lessons, TPR exercises, visuals and much more children acquire oral language. They learn to communicate effectively and become more fluent in English. Data results for children who are deficient in reading/writing receive more advanced instruction focusing on comprehensions and Cognitive Academic Language Proficiency (CALP). Instruction at this level includes reading and writing, editing, and grammar, inferencing and drawing conclusions, academic and analytical conversations.

4.a. The NYSESLAT results show that most children who enter our ESL program in Kindergarten pass within two years. However, many children who begin ESL in the third grade or later specifically show deficits in reading and writing and take longer to pass the NYSESLAT. The data also shows that children in our program improve in listening/speaking before reading/writing. In regards to the ELA exam, many of the ELLs in our school are not meeting the standards, as many of them did not score at level three or four. However, we are encouraged that a large number of them are approaching the standards with a level two. We noticed that fourth and fifth grade ELLs performed better on the state exams than the third grade. On the state math and science exams ELLs are performing better with more threes and fours.

b. ELLs in all of our programs are periodically assessed by their teachers through custom made tests, portfolio assessments, running records, Acuity and teacher conferences. Our ESL programs are fluid and organized. We review data and plan for instruction based on this data. ESL teachers meet with classroom teachers during grade conferences and Teacher Teams to review data, discuss trends and plan for instruction.

c. Based on periodic assessments children who start out deficient in listening/speaking and reading/writing progress to the intermediate and then advanced level. At the advanced level the children receive more sophisticated instruction to help them deepen their knowledge of English and become proficient in all modalities. Our ELLs are encouraged to use their native language until they are comfortable using the target language. We often use peer buddies where children in the same class have a partner who speaks the same language and is able to assist them in English.

- 5.a. In our Dual Language Program, teacher made assessments and running records assess English proficient students in the second or target language.
 - b. The level of language proficiency in the target language for EPs varies from beginner to proficient with these students.
 - c. English proficient students are performing the same or above their peers on state and city exams.
6. ELLs are periodically evaluated and assessed and at the end of the year take the NYSESLAT exam. After reviewing all the data we determine the success of our ESL/Dual Language programs and plan accordingly for the next year.

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: <u>The Benson Elementary School</u>		School DBN: <u>20K200</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Javier Muniz	Principal		1/17/2013
	Assistant Principal		
	Parent Coordinator		
Christine Perez	ESL Teacher		1/17/2013
Concetta Aloï-Vidal	Parent		1/17/2013
Marcy Abramowitz/ ESL	Teacher/Subject Area		1/17/2013
	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

School Name: The Benson Elementary School

School DBN: 20K200

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013

Requirement under Chancellor's Regulations – for all schools

DBN: 20k200 School Name: The Benson Elementary School

Cluster: 6 Network: 609

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

Part A: Needs Assessment Findings

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

P.S. 200 conducts ongoing surveys to continuously update their data on the home languages of the students as they enter the school at various times of the year. Home Language Surveys are immediately administered upon registration throughout the year and home languages are documented. The Parent Coordinator also is involved in ensuring that home languages are up-to-date. Home languages are printed on every Student Emergency Contact card as mandated by the Chancellor. For the past several years, the Interpretation & Translation Liaison ensured that interpreters and translators were on-site for the twice-yearly Parent-Teacher Conferences and Spring Parent Workshops as well as other conferences and/or meetings where interpreters were needed. This will continue in 2012-2013. P.S. 200 maintains a strong connection to the NYC Department of Education's Translation and Interpretation Unit. Data on languages represented among the student and parent population at P.S. 200 informs the school of its special and unique translation and oral interpretation needs, i.e.: Over-the-Phone Interpretation Services, Language Identification Cards so that Parents and Visitors can point to their language at the Security Desk and in the Main Office to receive the appropriate language services, Signs are posted that inform parents and visitors of: "Interpretation Services Available" or "Please see a staff member for interpretation services" or "Welcome Parents" or "To obtain a translation of this document in [language] please see a staff member." New for the 2012-2013 school year, P.S. 200 will use E-Chalk to inform parents of important translation and interpretation availability.

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

P.S. 200's qualitative data confirmed that the following languages were the most requested by parents for all parent and teacher conferences: Chinese and Spanish. This data was collated from surveys distributed before Parent-Teacher conferences requesting if interpreters were needed for individual appointments for conferences. An additional source of data used was the tally the Interpretation & Translation Specialist conducted throughout the afternoon and evening conferences. This tally confirmed that Chinese and Spanish interpreters were in high demand and that P.S. 200 met that demand. For Fall 2012, P.S. 200 had interpreters in the following languages based on the needs of the parents: Arabic, Urdu, Chinese, Spanish, Russian. Data gathered during the conferences through requests confirmed that all interpreters were necessary. These findings were presented to the School Leadership Team, PTA, and Parent Coordinator. Translation needs are based upon qualitative data of the number of home languages represented in the school and the number per language so that all flyers, letters, PTA newsletters and other important documents could be translated in a timely manner to all parents.

Part B: Strategies and Activities

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

P.S. 200 will continue its ongoing efforts to effectively communicate with all parents in 2012-2013 through the high quality translation services it currently provides and has provided for several years. P.S. 200 uses multiple venues to meet its translation needs:

- In-house translators: Chinese Parent Coordinator; Spanish Teachers; Russian Teachers; Russian Social Worker; Russian Family Worker who teaches ESL to parents at P.S. 200; PTA Members who speak Arabic, Urdu and Albanian.
- The NYC Dept. of Education's Translation and Interpretation Unit which translates all documents in a timely manner.

Procedures to ensure timely provision of translated documents to parents includes the in-house translators who are readily available and efficient and also completing a NYC Dept. of Education Translation Request Form. Written translation services provided include: Translations of: Home Language Surveys, Parent Questionnaires, School Surveys, Language Allocation Policy, Discipline Policy, School Parent Involvement Policy, School-Parent Compact, Title III Notifications and Letters, ESL Notifications and Placements, PTA newsletter, Emergency Procedures, School wide events, Parent and Community Involvement Opportunities, Neighborhood Mental Health Resources, Community Based organizations that address mental, physical, academic, health and quality of life needs...

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

P.S. 200 will continue its ongoing efforts to effectively communicate with all parents in 2012-2013 through the high quality oral interpretation services it currently provides and has provided for several years. P.S. 200 uses multiple venues to meet its oral interpretation needs:

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

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

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

2012-13 Comprehensive Education Plan (CEP)

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: The Benson Elementary School	DBN: 20K200
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input 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 type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 80
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>16</u>
of certified ESL/Bilingual teachers: 4
of content area teachers:

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:

Our school has chosen to use Targeted Reading Intervention by Teacher Created Materials Publishing for our Title III program. The Targeted Reading Intervention program supports the literacy development of English language learners, and their needs can be more complex than the needs of native-language struggling learners. This program engages students in meaningful activities, as well as cognitively demanding content, while scaffolding the content to ensure that students are learning successfully. The program uses scaffolding, modeling effective strategies, and vocabulary development instruction that are vital for English Language Learners. Targeted Reading Intervention specifically offers differentiation suggestions for English learners as well as preteaching activities to develop content-related vocabulary essential to comprehension. English language learners need context-embedded activities that acquaint them with the necessary and most central words for comprehension of the content. Targeted Reading Intervention provides these opportunities in each lesson.

Our Title III program will target second, third, fourth and fifth grade English language learners at all levels (beginner, intermediate, and advanced) and former ELLs that need extra support. All ELLs are invited to each cycle, with the December holiday break separating the Fall and Spring cycles. PS 200 found this system more effective in maintaining attendance of students and teachers in lieu of having a year-long commitment from students and teachers. The beginner (newcomer) session will be after school on Tuesday and Wednesday afternoons from 3:10-4:10 and Intermediate/Advanced session will be on Saturdays from 8:30 to 11:30. The Fall five-week cycle will begin in November with a total of 6 teachers plus one administrator working 1 hour per session for 10 sessions on Tuesday/Wednesday at the current contractual rate. The Fall Saturday academy has 6 teachers working 3 hours per day for 5 Saturdays at the current contractual rate. This activity has 1 supervisor working 4 hours per day for 5 Saturdays at the current contractual rate. An administrator will be supervising both after-school and Saturday programs during the Fall cycle as there is NO other per session activity during this time

The Spring Tuesday/Wednesday after-school program will have 6 teachers, 3 ESL and 3 content using a Co-teacher model plus one administrator working 1 hour per session for a total of 12 sessions at the current contractual rate. There will be a half hour planning time scheduled on Wednesdays from 3:15 to 4:45 The Spring Saturday program will have 8 teachers providing instruction working 3 hours per day for 6 Saturdays at the current contractual rate. An ESL teacher will be Pushing-In to support language acquisition in the content classes in addition they will have a half hour planning time. There is no need for a supervisor for the Spring Saturdays as there is a concurrent test sophistication session.

Teachers are paired with the grade(s) that they teach during the regular school day so they are familiar with the needs of the children and curriculum. All instruction is provided in English using ESL

Part B: Direct Instruction Supplemental Program Information

strategies. Our Title III program will use a variety of materials. The materials that will be used are the Targeted Reading Intervention Kit, Targeted Reading Student Practice Book, high-frequency word cards, vocabulary cards, Promethean Boards, Teacher Resource CD, Learning Games and progress monitoring assessments.

Part C: Professional Development

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

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

Begin description here: It is important that all teachers and supervisors participating in our Title III program be thoroughly trained. The teachers will participate in ongoing professional development that will support the implementation of Targeted Reading Intervention to meet the diverse needs of our English Language Learners. The professional development will consist of two-hour sessions held after school on selected Fridays throughout the year. The PD will show teachers how to:

- Build students oral language through whole group, small group and partner- structured discussions
- Use scaffolds to strongly support our English Language Learners at all proficiency levels
- Model effective strategies for English Language Learners to use
- Develop Students' Vocabulary
- Differentiate by specific needs

Four certified ESL teachers will be provided 4 hours of per session rate to plan professional development to support our new special education and general education teachers while meeting the requirements for Jose P.

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

Part D: Parental Engagement Activities

- how parents will be notified of these activities

Begin description here: A Home-School connection is extremely important to English Language Learners.

There will be an initial orientation meeting for parents to acquaint themselves with the program. Parents will be invited through out the year to participate in language acquisition activities with their children. Parents will be notified via letters, emails and using our automated voice messaging system. Information about Title III activities and resources are sent home in the preferred language whenever possible. Our Title III program will support children’s learning at home. Students will be able to take home a student practice book, which includes activities that can be completed with family members to help reinforce strategies learned in each unit. All parents are invited to PTA meetings and parents/other staff members volunteer to translate prior to each meeting. If flyers and/or letters are sent home in English we provide a disclaimer if translations are needed.

PS 200 also provides English classes to our parents on Monday mornings and Thursday afternoons from our family worker. These classes have no cost to our Title III allocation, but provide parents the opportunity to learn English which will help support their children at home.

Part E: Budget

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

Allocation Amount: \$

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

Part E: Budget

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

Allocation Amount: \$

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