



Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: P.S. 205 - THE CLARION SCHOOL

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

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

SUPERINTENDENT: **KARINA CONSTANTINO**

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

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

** 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

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

By June 2013, the percentage of fourth and fifth graders increasing in levels of progress within proficiency in ELA will increase by 2% as measured by scale score to proficiency conversions on the NYS ELA exam.

Comprehensive needs assessment

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

As indicated on the 2011-2012 Progress Report, 58.6% of students in grades 3 -5 performed at proficiency (level 3 or 4) on the NYS ELA exam. The median adjusted growth percentile for fourth and fifth grades was 76. This median rendered a score of 65% on the progress bar for the median adjusted growth percentile when PS 205 was compared with the other schools in its peer horizon.

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,
 - To increase achievement in reading for all students including students with disabilities in grades 1-4 through guided reading using Common Core Standards based driven instruction.
 - All classrooms use the workshop model to provide rigorous instruction for all students based on their individual reading levels.
 - Non-fiction texts to incorporate science and social studies into the reading and writing curriculum.
 - Instructional team will read “Text Complexity Raising Rigor in Reading”.
 - Student work in grades K to 5 will be assessed monthly in ELA (running records) in order to plan instruction.
 - Monitoring For Results 3 times a year.
 - Planning sheets-whole, small and individualized for conference binders.
 - Extended day, AIS provided for targeted small group instruction.
 - Task work is embedded in instruction.
 - Instructional teams read “What Readers Really Do” by Vicky Vinton and Dorothy Barnhouse. All grade 3-5 teachers will attend a full day professional Development with Vicky Vinton to deepen comprehension.
 - Professional development provided by coach, staff developer and Assistant Principals in the area of ELA, to incorporate the new Common Core Standards, Depth of Knowledge, UDL, and assessments into our curriculum maps.
 - Afterschool ELL and ELA Academy.
 - Carl Anderson writing Professional Development
 - b) key personnel and other resources used to implement these strategies/activities,
 - The ESL Teachers push-in daily during the Literacy Block to support ELLs with vocabulary development, reinforcement of the mini lesson, and differentiated instruction in guided reading instruction in grades K-5 from September 2012-June 2013
 - Two full-time and one part-time AIS provider will service students during the school day.
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

- The Instructional Team comprised of general and special education teachers from grades K-5 meet weekly with the Coach to assess and evaluate the effectiveness of the strategies and activities listed above. The Instructional Team is going to participate in instructional rounds using the Teacher Effectiveness Checklist, focusing on Designing Coherent Instruction, using Question and Discussion Techniques and or using Assessment in Instruction.
 - The Instructional Team meets with their respective grades to turnkey all information.
- d) timeline for implementation.
- September 2012- June 2013
 - Ongoing implementation of the Curriculum Maps using the Common Core Learning Standards, DOK and embedded task work.

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.
 - Parent workshops are offered twice a month. Topics include: Motivating your child to read and Preparing for the NYS ELA exam.
 - Book of the Month is sent home with students to read and write a response with parents and or guardians.
 - Ongoing communication between the school and parents regarding students’ performance and progress in reading.
 - Bimonthly Newsletters including the Common Core Learning Standards being taught in ELA translated in several languages.
 - Translations available for all meetings, workshops, and Parent Teacher Conferences.
 - ELA Websites available to use at home by grade and level.
- Online books available from school library.

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.

\$2,667,700.00 Tax Levy \$406,558.00 Title I \$62,787.00 Title IIA \$16,436.00 Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

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

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

By June 2013, the percentage of fourth and fifth graders increasing in levels of progress within proficiency in Mathematics will increase by 2% as measured by scale score to proficiency conversions on the NYS Mathematics exam.

Comprehensive needs assessment

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

As indicated on the 2011-2012 Progress Report, 76.1% of all tested students in grades 3 -5 performed at proficiency (level 3 or 4) on the NYS Math exam. The median adjusted growth percentile for fourth and fifth grades was 84. This median rendered a score of 79.7% on the progress bar for the median adjusted growth percentile when PS 205 was compared with the other schools in its peer horizon.

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,
 - Student work in grades K to 5 will be assessed monthly in Math (EM assessments) in order to plan instruction.
 - Professional development provided by Assistant Principals in the area of Math.
 - Design Your Own Math Assessments in Grades 3-5 are analyzed twice a year for planning small group instruction.
 - Small group targeted instruction in grades 1-5 during extended day.
 - Rain Forest Math an online individualized math program.
 - Math Journals purchased for grades K-5 from MathTeachingresources.com.
 - Task work is embedded in instruction.
 - Common Core Learning Standards are incorporated into our curriculum maps.
 - Math Exemplar professional development.
 - b) key personnel and other resources used to implement these strategies/activities,
 - Math Exemplars are done weekly with a math cluster and weekly in classrooms.
 - One full time and one part-time AIS provider will service students during the school day
 - Grades K-3 will receive a full day of professional development for Math In Focus.
 - Math In Focus lessons will be integrated into our Curriculum Maps.
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - Based on teacher evaluation of our current math program we will purchase Math In Focus for grades K-3 to better support the Common Core Learning Standards
 - d) Timeline for implementation.
 - September 2012-June 2013

- Ongoing implementation of the Curriculum Maps using the Common Core Learning Standards.
- Math In Focus will be purchased January 2013. Professional Development for grades K-3 will take place in February 2013. Our expectation is to purchase Math In Focus for grades 4 and 5 in the 2013-14 school year.

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.
- Parent workshops are offered twice a month. Topics include: Preparing for the NYS Math exam.
- Math web sites available by grade and level to be used at home.

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.

\$2,667,700.00 Tax Levy \$406,558.00 Title I \$62,787.00 Title IIA \$16,436.00 Title III \$25,00.00 Grants _____ Other _____

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

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

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

By June 2013, to increase communication with parents and parent involvement by 2% as measured by internally collected attendance data from PTA meetings and parent workshops.

Comprehensive needs assessment

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

The 2011-2012 NYC Learning Environment Survey score in the domain of Communication was 6.3 out of 10. The parent score was 7.3 and the Teacher score was 5.3 thus identifying Communication as a need within the school community.

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,
 - Bi-monthly Parent Workshops with translators.
 - Parents receive a free gift such as a hard cover book or math manipulative.
 - Translators at Parent Teacher Conferences, twice a year.
 - Monthly school newsletters translated into all languages.
 - Every other month Grade and Cluster newsletters translated into all languages.
 - Class Websites.
 - School aide makes daily contact with parents of students who are absent.
 - Family Entertainment days.
 - Family Fun Days.
 - Book of the Month parent component.
 - English for Parents three times a week using the Rosetta Stone.
 - Parent Curriculum Conferences
 - PTA Meetings – Student of the Month awards
 - Monthly Breakfast With The Principal for students and parents
 - b) key personnel and other resources used to implement these strategies/activities,
 - Staff and outside agencies provide bi-monthly Parent Workshops.
 - Parent Coordinator
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities.
 - Environmental Survey.
 - d) timeline for implementation.

- September 2012-June 2013.

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.

See Instructional strategies/activities listed above.

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.

\$37,688.00 Tax Levy \$10,820.00 Title I - Title IIA - Title III \$1,000.00 Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

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

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

The percent of SETSS students in grades 3-5 performing at level 3 or 4 on the NYS ELA exam will increase by 1% by June 2013.

Comprehensive needs assessment

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

As indicated on the 2011-2012 Progress Report 20.9% of SETSS students in grades 3-5 are performing at proficiency level 3 or 4 on the NYS ELA exam.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - To increase achievement in reading for all students including students with disabilities in grades 1-4 through guided reading using Common Core Standards based driven instruction.
 - All classrooms use the workshop model to provide rigorous instruction for all students based on their individual reading levels.
 - Non-fiction texts to incorporate science and social studies into the reading and writing curriculum.
 - Instructional team will read “Text Complexity Raising Rigor in Reading”.
 - Student work in grades K to 5 will be assessed monthly in ELA (running records) in order to plan instruction.
 - Monitoring For Results 3 times a year.
 - Planning sheets-whole, small and individualized for conference binders.
 - Extended day, AIS provided for targeted small group instruction.
 - Task work is embedded in instruction.
 - Instructional teams read “What Readers Really Do” by Vicky Vinton and Dorothy Barnhouse. All grade 3-5 teachers will attend a full day professional Development with Vicky Vinton to deepen comprehension.
 - Professional development provided by coach, staff developer and Assistant Principals in the area of ELA, to incorporate the new Common Core Standards, Depth of Knowledge, UDL, and assessments into our curriculum maps.
 - b) key personnel and other resources used to implement these strategies/activities,
 - Two full-time and one part-time AIS provider will service students during the school day.
 - Full time IEP Teacher.
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - The Instructional Team comprised of general and special education teachers from grades K-5 meet weekly with the Coach to assess and evaluate the effectiveness of the strategies and activities listed above. The Instructional Team are going to participate in instructional rounds using the Teacher Effectiveness Checklist, focusing on Designing Coherent Instruction, using Question and Discussion Techniques and or using Assessment in Instruction.
 - The Instructional Team meets with their respective grades to turnkey all information.

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.

\$2,667,700.00 ^{Tax} Levy \$406,558.00 Title I \$62,787.00 Title IIA \$16,436.00 Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

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

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

Comprehensive needs assessment

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

Instructional strategies/activities

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

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

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

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	Guided Reading	Small group	Before, during and after school
Mathematics	Guided Math groups	Small group 1:1	Before, during and after school
Science	Science Enrichment-Targeted non-fiction including writing in Science aligned with the CCLS and are integrated into ELA	Small group	After school During the school day
Social Studies	Targeted Non-fiction including writing in Social Studies that aligns with the standards integrated into ELA	Small group	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Guidance sessions provided by Guidance Counselor, School Psychologist and Social Worker	Small groups 1:1	During the school day

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.

Highly Qualified/Professional Development	21,376				
2 Curriculum Planning Day CCS	10,752	Per Diem			
For Highly Qualified Reimbursement	2,100	Tuition			
Professional books	500	Books			
Vicky Benton PD comprehension Teachers of Grades 3-5 Instructional Leads (4Teachers x 2 Workshops)	2,720	Edu Consult	Mode		
	1,280	per diem	Per Diem	17,792	
			Edu Consult	2,720	
Math Exemplars (2Teachers x 3 Workshops)	960	per diem	Tuition	2,100	
			Books	500	
Carl Anderson (2Teachers x 6 Workshops)	1,920	per diem	LTS		
Technology 8 Workshops	1,280	per diem			
			Total	23,112	
New Spec Edu 10 Workshops	1,600	per diem			
	-		Inc/(Dec)	1,736	

(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.

P.S. 205 Parent Involvement School Plan

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

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

- That parents are encouraged to be actively involved in their child’s education at school;
- That parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

1. P.S.205 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:

Action: The School Leadership Team will act as a consultative body for development of the school parental involvement plan.

2. P.S.205 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

Action: The School Leadership Team will act as a consultative body to involve parents in the process of school review and improvement.

3. P.S.205 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

Action: We will report to parents on their children’s progress regularly, allow parents to have access to school personnel for conferences and allow for open access to the school to observe program activities. In addition, we will increase the number of parent workshops to offer support to parents in working with their children at home, include instructional information at PTA meetings to increase parent participation, and provide translators to facilitate communication.

4. P.S.205 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs:

Action: Upon selection of students who will receive academic interventions, parents will be given the opportunity to observe a lesson between their child and teacher. This opportunity will allow parents to view firsthand the kind of instruction their child will receive. They will be provided with instructional strategies that they can use at home with their child.

5. P.S.205 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the

involvement of parents) its parental involvement policies. (List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play)

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

6. P.S.205 will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:

The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –

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

Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:

Action: A parent lending library will be established for literacy and mathematics. This will allow parents to borrow books related to their child's curriculum.

- d. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

Action: All school communications to parents will be sent in English and translated versions and translators will be provided at all P.T.A. meetings.

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

School Goals for Parental Involvement

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

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by attendance at school leadership. This policy was adopted by the Clarion School on 9/20/11 and will be in effect for the period of 2011-2012. The school will distribute this policy to all parents of participating Title I, Part A children on or before January 31, 2012.

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
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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.

P.S.205

The Clarion School

PS 205 is a community of learners who work hard to excel

6701 20 Avenue, Brooklyn, NY 11204-4599 phone 718-236-2380 fax 718-331-7299

Website: <http://sites.google.com/site/gdonofrio205/home>

BETH GRATER, PRINCIPAL

Leonie Forde

Jessica Riccio

Danielle O'Neill

Assistant Principal

Assistant Principal

Assistant Principal

September 2012

School-Parent Compact:

P.S.205, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2012-2013

School Responsibilities

P.S.205 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
 - We will provide high quality curriculum and instruction to all students using small group, large group, and individualized instruction in order to enable all students to meet the State's academic achievement standards.
2. Hold parent-teacher conferences (at least twice annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held both in the daytime and evening to enable the greatest possible parent participation.
3. Provide parents with frequent additional reports on their children's progress. Specifically, the school will provide three formal reports (report cards). Frequent reports to parents on their child's progress will be made available through Grow reports, Princeton Review, and informal teacher assessment.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents during daily preparation periods, as well as designated parent teacher conferences and parent curriculum conferences days. Teachers are available by phone or by individualized appointments during daily preparation periods.
5. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents during daily preparation periods, as well as designated parent teacher conferences and parent curriculum conferences days. Teachers are also consistently available by phone or by individualized appointments.
6. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities during Parent Week, monthly assemblies and writing celebrations.
7. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.

8. Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
9. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs(P.S.205 being a SWP school services all students with Title I funds), and will encourage them to attend.
10. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
11. Annually provide to parents during September curriculum conferences information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
12. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
13. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
14. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

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

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.

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

SIGNATURES:

BETH GRATER, PRINCIPAL

PARENT/GUARDIAN

STUDENT NAME _____ **CLASS** _____

DATE _____

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

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

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

Part I: School ELL Profile

A. School Information

Cluster Leader/Network Leader C. Groll/ N. Opromalla	District 20	Borough Brooklyn	School Number 205
School Name Clarion			

B. Language Allocation Policy Team Composition

Principal Beth Grater	Assistant Principal Jessica Riccio
Coach Feiga Mandel	Coach type here
ESL Teacher Tara McGuigan	Guidance Counselor Sharon Oberstein
Teacher/Subject Area Liya Fradkin/ESL	Parent type here
Teacher/Subject Area Cigdem Kuran/ESL	Parent Coordinator Joyce Fisher
Related Service Provider type here	Other type here
Network Leader Neal J. Opromalla	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers	5	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	2	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	937	Total Number of ELLs	287	ELLs as share of total student population (%)	30.63%
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Part II: ELL Identification Process

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

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

Paste response to questions 1-6 here

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

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

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

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														To
	K	1	2	3	4	5	6	7	8	9	10	11	12	t #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	1		1		1	1								4
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained	0													0
Push-In	6	6	6	6	4	4								32
Total	7	6	7	6	5	5	0	0	0	0	0	0	0	36

B. ELL Years of Service and Programs

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

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

ELLs by Subgroups

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

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish	0	7	2	7	4	1								21
Other														0
TOTAL	0	7	2	7	4	1	0	21						

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): _____

Number of third language speakers: _____

Ethnic breakdown of EPs (Number):

African-American: _____

Asian: _____

Hispanic/Latino: _____

Native American: _____

White (Non-Hispanic/Latino): _____

Other: _____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	17	14	12	11	16	8								78
Chinese	31	28	7	20	23	13								122
Russian	1	2		3	2									8
Bengali	1													1
Urdu	3	1	1	1	2									8
Arabic	4	4	5	5	2									20
Haitian														0
French														0
Korean														0
Punjabi														0
Polish	1			1		1								3
Albanian	2	3	1	3	1									10
Other	3	3	2	5		3								16
TOTAL	63	55	28	49	46	25	0	266						

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

Paste response to questions 1-7 here

Paste response to questions 8-17 here

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

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

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

A. Programming and Scheduling Information

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

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

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

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

Courses Taught in Languages Other than English ⓘ

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

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

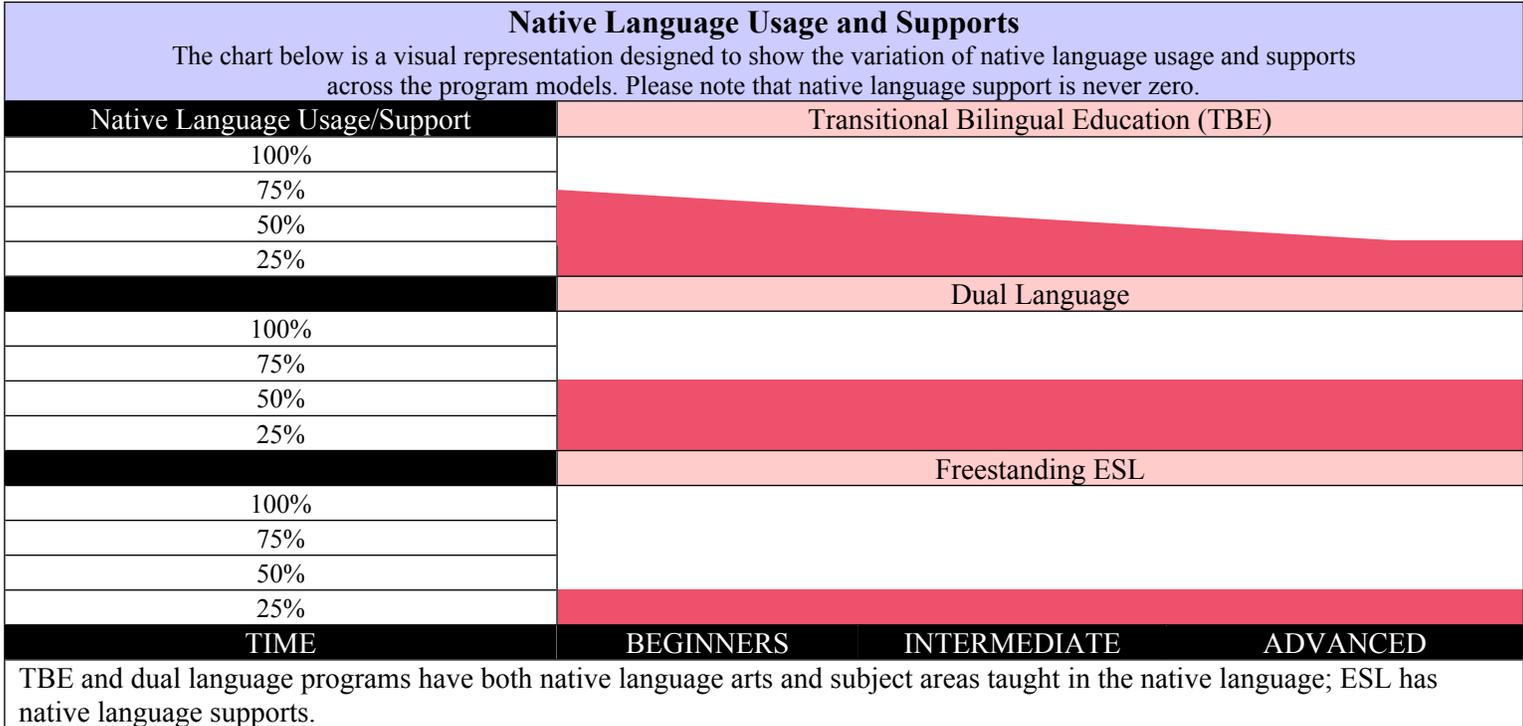
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

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

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

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



B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

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

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

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

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

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

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

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

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

E. Parental Involvement

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

Paste response to questions 1-4 here

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

NYS ELA

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	7	2	19	3	12	1	0	0	44
4	4	0	5	0	12	1	8	2	32
5	1	0	5	0	12	4	3	3	28
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1	0	8	0	13	0	9	0	31
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

Paste response to questions 1-6 here

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

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

NYSESLAT modalities listening and speaking results for grades one and two show a greater number of students who haven't yet mastered them; therefore, a significant emphasis is placed on listening and speaking in these grades. The ESL push-in model in place facilitates activities collaborated on by the classroom and the ESL teacher to aid students in these areas. Students also participate in Imagine Learning, a computer program designed for ELLs. Grades one and two reading and writing results show a great concentration of ELLs at the beginner and intermediate levels. The push-in model takes place during the literacy block where the ESL teacher scaffolds lessons and works in small groups with ELLs. Students receive guided reading instruction. A look at grades three, four and five listening and speaking results shows a lesser number of students at the beginner and intermediate levels. Most students in these grades are at the advanced level for listening and speaking. These two modalities are still supported by instruction in grade appropriate vocabulary. In reading and writing for grades three and four, most students are at the intermediate and advanced levels. In grade five, they're mostly in the advanced level. Students are grouped according to their level and skill. They are provided differentiated instruction. New York State Common Core Learning Standards are followed and implemented through the Workshop Model.

Based on our math scores in comparison to our predictives that are only given in English, data shows that the ELLs who took the NYS test in their native language scored higher than if they would have taken it in English. The school leadership team along with teachers use the data from the ELL Predictive to place students for ELL services according to their level of proficiency as well as to service them based on their strengths and weaknesses according to the four modalities of listening, speaking, reading and writing. Based on the ELL Periodic assessment ELLs are starting to use English more than their native language.

Based on the NYSESLAT scores and trends across the years and the number of students who have reached proficiency on the NYSESLAT as well as the data from our monitoring for results (DRA), we evaluate the effectiveness of the push-in model and the use of genre based instruction as well as leveled texts via modified guided reading.

Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste additional information here

Part VI: LAP Assurances

School Name: P.S. 205

School DBN: 20K205

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Beth Grater	Principal		
Jessica Riccio	Assistant Principal		
Joyce Fisher	Parent Coordinator		
Tara McGuigan	ESL Teacher		
GerryLynn Haak	Parent		

School Name: P.S. 205

School DBN: 20K205

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Teacher/Subject Area		
	Teacher/Subject Area		
Feiga Mandel	Coach		
	Coach		
Sharon Oberstein	Guidance Counselor		
Neal J. Opromalla	Network Leader		
	Other		

BUDGET PLAN FOR TRANSLATION/INTERPRETATION SERVICES

2012-2013

District: 20 School: PS 205, The Clarion School Allocation: \$4, 753

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

Telephone Number: (718) 236-2380

Principal's Signature: _____

Written Translation Needs Assessment

Our assessment of written translation needs and our major findings are based on the analysis of data as described in our 2012-2013 Comprehensive Educational Plan (CEP).

Our assessment of written and oral translation needs and our major finding are based on the analysis of data as described in the School Statistics and Budget Report. Data indicates that 32.18 % of our student population consists of English Language Learners, with 24.11 % Hispanic and 45.49 % Asian. Chinese is the dominant language. PS 205 services special needs students in 3 Bilingual Yiddish classes. Our student population also includes students whose dominant home languages are Albanian, Arabic, Cantonese, Hebrew, Mandarin, Russian, Spanish, and Yiddish.

Goal

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

Proposed Written Translation Services

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

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

Oral Interpretation Needs Assessment

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

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

Goal

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

Proposed Oral Interpretation Services

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

Budget Narrative

We will use our allocated funds in the amount of **\$4, 753** as described below. As described in the School Allocation Memorandum NO. 46 FY11, we will be allocated 50% of our total allocation at this time which we will utilize for our **first** Parent Teacher Conference. This is a total of **\$2, 376. 50**.

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

Purchased services such as contractual translation or interpretation services for both PM sessions (1:00-3:00 and 5:30-7:30) of parent teacher conferences, 2 times during the school year.

1st Parent Teacher Conference

(1:00 - 3:00pm)

Two Chinese interpreters would be hired for **two** hours at the rate of **\$77 per hour**. = \$154
 $\$154 \times 2 = \mathbf{\$308}$

One Spanish interpreter would be hired for **two** hours at the rate of **\$39 per hour**. = \$78
 $\$78 \times 1 = \mathbf{\$78}$

(5:30 - 7:30pm)

Two Chinese interpreters would be hired for **Two** hours at the rate of **\$77 per hour**. \$154
 $\$154 \times 2 = \mathbf{\$308}$

Two Spanish interpreters would be hired for **Two** hours at the rate of **\$39 per hour**. = \$78
 $\$39 \times 2 = \mathbf{\$156}$

TOTAL = \$850

2nd Parent Teacher Conference

(1:00 - 3:00pm)

Three Chinese interpreters would be hired for **two** hours at the rate of **\$90 per hour**. = \$270
 $\$270 \times 3 = \mathbf{\$810}$

Two Spanish interpreters would be hired for **two** hours at the rate of **\$50 per hour**. = \$100
 $\$100 \times 2 = \mathbf{\$200}$

(5:30 - 7:30pm)

Three Chinese interpreters would be hired for **Two** hours at the rate of **\$90 per hour**. (\$270)
 $\$270 \times 3 = \mathbf{\$810}$

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

<p><u>Two</u> Spanish interpreters would be hired for <u>Two</u> hours at the rate of <u>\$50 per hour.</u> = \$100 $\\$100 \times 2 = \mathbf{\\$200}$</p> <p>TOTAL = \$2,020</p> <p>TOTAL of both PTCs = \$2,870</p>	
<p><u>Paraprofessionals:</u></p> <p>Per session positions for paraprofessionals to provide <u>translations and interpretations</u> for parents.</p> <p><u>1st Parent Teacher Conference:</u></p> <p><u>Paraprofessional bulk jobs:</u> <u>Three</u> paraprofessionals speaking Arabic, Cantonese, and Spanish to provide <u>interpretation</u> services for <u>a total of three</u> hours (1hr. each) at a rate of \$31.55 per hour. ($\\$31.55 \times 3 = \\$94.65$) $\\$94.65 \times 3 = \mathbf{\\$283.95}$</p> <p><u>2nd Parent Teacher Conference:</u></p>	<p>Paraprofessionals would be hired at a per session rate, as per the collective bargaining agreement.</p> <p>They will provide interpretation services at <u>both</u> Parent Teacher Conferences for parents whose dominant language is other than English.</p>

<p><u>Paraprofessional bulk jobs:</u> Three paraprofessionals speaking Arabic, Cantonese, and Spanish to provide <u>interpretation</u> services for <u>a total of three</u> hours (1hr. each) at a rate of \$31.55 per hour. ($\\$31.55 \times 3 = \\$94.65$) $\\$94.65 \times 3 = \mathbf{\\$283.95}$</p> <p>Per session rate as per collective bargaining agreement. \$31.55 for paraprofessionals.</p> <p>Total: \$567.90</p>	
<p><u>Supplies and Materials</u></p> <p>Paper and <u>printer ink</u> at a proposed budget of <u>\$1, 315.10</u></p> <p>Total: \$1, 883</p>	<p>Paper to print translated copies of documents sent or given to parents. Documents include letters, other agendas, notices and consent forms.</p>
<p>Local travel for staff providing translation/interpretation services</p> <p>N/A</p>	<p>N/A</p>
<p><u>Totals</u> TL Translation Services \$625 Title 1 Translation Services $\mathbf{\\$2, 376.50 \times 2 = \\$4, 753}$</p> <p>TOTAL: \$4, 753</p>	

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 or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: P.S. 205K	DBN: 20K205
Cluster Leader: Chris Groll	Network Leader: Neal Opromalla
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 type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other: F Status ES: Teacher
Total # of ELLs to be served:
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input 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: 16
of certified ESL/Bilingual teachers: 3
of content area teachers: 13

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: P.S. 205, situated in the Bensonhurst section of Brooklyn, is a medium sized, accessible, urban school with a diverse population of 997 students in Pre-Kindergarten through Grade 5. The total number of classes in the school is forty five, twelve of which are self contained special education classes. Both monolingual English and bilingual classes serve our student population in special education. Our general education students are serviced through monolingual classes.

According to the latest available ethnic data, 29% of the students are White, 1% are Black, 24% are Hispanic or Latino and others, and 45% are Asian. Approximately, 19% of the students have Individualized Educational Plans (IEP's) and receive instruction in self contained classes and related services, such as speech and language, counseling, occupational therapy, physical therapy and adaptive physical education. Additionally, 32% of the students are English Language Learners (ELL's) with Chinese as the dominant language among the vast majority. P.S. 205 is a Title I school.

P.S. 205 will provide an after school ELL Academy for Grades 1-5 Beginner, Intermediate and Advanced ELL students. The program will take place for 37 sessions from November through April, two days per week for one hour long sessions. Teachers will participate in professional development on a rotating basis monthly with a consultant. Three licensed ESL teachers as well as twelve classroom teachers, one music teacher and one math games teacher will work during those 36 sessions servicing a total of eleven classes comprised of ELL students grouped by level of English language proficiency as well as reading level. The two licensed ESL teachers will serve as consultants for the eleven classroom teachers by turnkeying strategies used in the Award Reading Program on a rotating basis in the eleven classrooms as well as by providing professional development to the classroom teachers and to assist them with lesson planning. Additionally students will participate in music and math games on a rotating basis thus allowing for planning time for the classroom and ESL teachers. The program will take place on Tuesdays and Thursdays from 3:00 p.m. – 4:00 p.m. Instruction will be in English. The programs will address the areas of listening, speaking, reading and writing in English Language arts with a focus of fiction reading as well as nonfiction reading in the Content Areas. Vocabulary instruction in the content areas will be incorporated. This Title III program will supplement the regular mandated ESL instruction that the children receive. In order to address the diverse needs of our ELL's, P.S. 205 will incorporate the use of Award Reading's Interactive Reading Program. Award Reading supports English Language Learners through the use of the interactive program by building background knowledge, emphasizing vocabulary, modeling, use of hands on materials and visuals (multisensory) as well as explicit instruction that is sequential. Additionally, the program will offer the students leveled books to meet their individual reading and language needs. P.S. 205 will purchase additional leveled books to be used during the after school ELL Academy.

P.S. 205 will have an F Status certified ESL teacher that will provide additional units of ESL services that will be above and beyond what the ELLs are already receiving in the day mandated program. This teacher will work Tuesdays and Thursdays from now through May with our Spanish ELLs in grades 1

Part B: Direct Instruction Supplemental Program Information

through 5. The program will target struggling Spanish speaking ELL's. The "F" Status teacher will push-in the classroom and work with a targeted small group instruction. Students' language needs will be assessed within their linguistic level in Spanish and English. Planning for instruction will be based on linguistic levels. Instruction will take place by implementing the Rigor Program which incorporates both Spanish and English to teach reading strategies, vocabulary development and grammar in both languages. Ongoing assessments will take place to monitor student growth.

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:

One of the Non-negotiable Bottom Lines of P.S. 205 is to continue to differentiate the curriculum in order to support struggling students and ELLs through small group instruction. P.S. 205 chose to incorporate the Award Interactive Reading Program during the ELL afterschool program to accomplish this. The first step will be that the teachers working the Title III program will be trained by a consultant from Award Interactive Reading Program. The consultant will train the staff in the use of Award Program and how to address the language needs of ELLs through the use of their interactive materials. The professional development will support the Title III teachers in the use of the Award Interactive Reading Program by modeling for teachers how to incorporate the use of realia, visuals, sentence frames, animation and listening in order to scaffold language content knowledge. A focus will also be placed on discussion and questioning techniques before, during and after reading.

Part D: Parental Engagement Activities

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

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

Begin description here:

P.S. 205 is committed to providing ongoing parental involvement. Using the Title I 1% parental

Part D: Parental Engagement Activities

involvement funds, P.S. 205 provides at least two parent workshops per month during the school day for our parents of ELL’s. Additionally, P.S. 205 provides English classes for our parents of ELL’s using the Rosetta Stone program. In order to supplement the parental workshops and classes taking place already, P.S. 205 will offer parents of ELL’s one parent support workshop after school which will be given by the ESL teachers. Parents will be notified via letters to the parents in the languages they speak as well as through the school website, grade level websites and the schoowide Clarion newsletter. Topics addressed at these workshops will include how to utilize the Award Interactive Reading materials as resources for parents of ELL’s as well as maintaining native language in the home setting. Books will be purchased in Native Languages to be distributed to parents so this can be accomplished.

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 materials. Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		

