Department of Education

Dennis M. Walcott, Chancellor

2012-2013
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL NAME: JOSEPH F. LAMB

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

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

SUPERINTENDENT: DR. RHONDA FARKAS

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Deirdre Keyes	*Principal or Designee	
Lynn Maisel	*UFT Chapter Leader or Designee	
Angel Faust	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Lana Sorochkin	Member/Parent	
Yelena Guz	Member/Parent	
Victor Rosario	Member/Parent	
Michelle Cheung	Member/Parent	
Svetlana Shlyan	Member/Parent	
Diana Stein	Member/Teacher	
Lauren Marra	Member/Teacher	
Diane Kaye	Member/Teacher	
Randy Nelson	Member/CSA	

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- By June 2013, ELA achievement in 6th grade will increase by 3% as evidenced by Fountas and Pinnell assessments, acuity predictive, writing portfolios aligned to CCLS, course work, and portfolio assessments, and reading levels.

Comprehensive needs assessment

PS/IS 206 had disappointing results on our 6th grade ELA exams this past year. First, we looked closely at multiple data sources and focused on areas of concern. The second step included designing a plan of change that would greatly impact students' growth. We increased the quantity of professional development for 6th grade teachers, having found that this approach produced effective results in our lower grades. After a review of the item analysis, we found that students were weak in skills found in all content areas such as Social Studies, Science, and even Math. For example, students demonstrated poor results when asked to read to collect and interpret data, facts, and ideas from multiple sources. We incorporated more teachers into our professional development with Teachers College and used the CCLS as a navigator. Additionally, we used our Inquiry Time to review the best ways we could make progress. We looked at student work and developed plans to increase achievement. Lastly, aspiring principals and our assistant principal met with the 6th grade teachers regularly in informal meetings or informal observations. They worked closely updating pacing calendars and reviewing curriculum maps to incorporate the s instruction.

Instructional strategies/activities

- All 6th grade have had professional development on the workshop model which changes methodology to focus more on student practice and interaction rather than lecture style instruction.
- Specific students have extended day on Tuesdays and Thursdays.
- ELA teachers collaborate on identifying reading skills and strategies that need to be addressed to ensure that students receive targeted instruction.
- 6th Grade professional development has increased significantly to 8 days with our staff developer from Teachers College, as well as multiple all day workshops at Teachers College.
- Administrators frequently visit classrooms to provide effective feedback and next steps.
- Teachers use Fountas and Pinnell to benchmark students.
- Portfolio templates have been updated to include tasks aligned to CCLS.
- All parents will be informed if their child is at- risk and a plan will be developed for their growth.
- Faculty conferences and professional development will be used to regularly evaluate and adjust instructional practices.
- The middle school grading policy will be reviewed, updated, and shared with students and parents.
- AIS providers will use research based interventions to meet student needs and have bimonthly meetings to evaluate interim checkpoints.
- An increase of the push- in model for ESL and related service providers including SETTS, occupational therapy, and Speech making an additive rather than subtractive model.
- Regular Instructional Cabinet meetings are scheduled in order to determine if the school vision is moving forward.
- Ongoing professional development opportunities exist both internally and externally.
- A review of student Item Analysis data and periodic assessment is used to navigate our instruction.
- Pacing Calendars were reviewed and updated.

Strategies to increase parental involvement

- September orientations where all parents are invited to the school to discuss the year's goals. Parents have the opportunity to ask questions and learn about their new teachers.
- Parent Email distribution list

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

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.

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

If other is selected describe here:

Service and program coordination

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

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

- By June 2013, 70% of our 1st year or more ELL testing grade students will meet promotional criteria as measured by NYSESLAT, ELA Exam, reading levels, portfolio assessments, and periodic assessments.

Comprehensive needs assessment

A review of the most recent data regarding students who did not meet promotional criteria indicates that the majority of those students were either 1st or 2nd year ELL students. Approximately 43% of our ELL students fall in the category of beginner or intermediate student as measured by the NYSESLAT assessment. The majority of those students are located in our primary grades. Many of our 2nd year ELL students are receiving an advanced level on the NYSESLAT but are unable to pass the ELA state exam. Although it is clear that it takes more than a year to learn English, we want to provide these students with the necessary resources so that they may maximize their growth.

Instructional strategies/activities

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

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

- Students will have the opportunity to use Rosetta Stone from Title I and Title III funds.
- We have a yearly focus on vocabulary development that will move our ELLs forward. Our staff developers are visiting our school providing support. There will be many opportunities for PD for staff members.
- AIS will began immediately in early fall and include ELL students.
- We will have a Saturday morning program for Title III ELL immigrant students focusing on the integration of literacy and the arts. .
- Professional development in the area of differentiation of instruction continues.
- Multiple inquiry groups exist in order to better suit the needs of our students.
- Faculty conferences will outline the importance of deepening of vocabulary. Staff made aware of our goal to strengthen our ELLs.
- Each student's individual weakness, strength and academic needs are reassessed to drive instruction.
- We continue to move our ESL program to a push in model.
- A 3rd ESL teacher has been added to increase the push in model.
- Title III funds were used to fund an afterschool program that integrates the arts with literacy.
- Students have the opportunity for extended day instruction on Tuesday and Thursday.
- All teachers know their ELL students.

Strategies to increase parental involvement

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

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.

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

If other is selected describe here:

Service and program coordination

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

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- By May 2013, 50% of students in grades 3-8 will improve their ability to write and read an argument or opinion based paper based on a 1-4 rubric and an analysis of informational texts and to complete a performance based math task aligned to CCLS as measured by pre and post assessments.

Comprehensive needs assessment

We continue to follow the Citywide expectations and realize that we must change our instruction to meet the new demands of the CCLS. Anticipated decreases in literacy and math proficiency rates with this year's state testing has made us acutely aware that we must raise our school standards to meet the CCLS. As part of the citywide expectations, all students in grades Pre-K-8 will participate in a performance based ELA and Math task aligned to CCLS. Results from these tasks will be analyzed by teachers in order to determine next steps as a school community.

Instructional strategies/activities

- Chancellor's Day PD on Election Day will be devoted towards reviewing our curriculum maps, creating and modifying Math and ELA tasks aligned to CCLS, and determining an administration date.
- All teachers will administer an on-demand writing task prior and a pre assessment to their Math and ELA task in order to benchmark students and determine progress.
- All teachers will review created rubrics to score the tasks.
- Teachers will practice using the Common Core Library and ARIS as a resource.
- After the administration of the Math and ELA tasks, Title I funding will be used to give teachers time to review student work and collaborate on overall strengths and weaknesses.
- Title I funding will be used to fund June planning 2013 which will be used to update previous year's curriculum maps based on the findings of the ELA and Math tasks results. This is an annual event.
- Multiple school teacher leaders attend professional development aligned to CCLS. These teachers not only turn-key information but lead professional development and assist in shaping the curriculum.
- Classroom observations are used to increase academic rigor which will result in more adherence to CCLS.
- Technology will be incorporated in order to assist in meeting our goal.

Strategies to increase parental involvement

- September orientations where all parents are invited to the school to discuss the year's goals. Parents have the opportunity to ask questions and learn about their new teachers.
- Parent Email distribution list
- Use of Rosetta Stone for parents
- Monthly open house followed by workshops designed to teach parents how to help their children.
- Early notification that students are not on standard and suggestions for improvement.
- Teacher conferences with parents give parents valuable information on the progress of their child.
- The Principal and Parent Coordinator attend regularly scheduled parent meetings to share information and respond to parent questions and inquiries.
- An annual cultural night designed to share all family cultures.
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- The Title III program offers parents an opportunity to learn about the program and how they can best serve their children.
- All meetings have translation services available. We have translation units designed to run meetings with simultaneous translation.
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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.

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

If other is selected describe here:

Service and program coordination

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

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

By June 2013,100% of ELA and core content teachers will receive professional development from assistant principals, literacy coaches, and staff developers designed to integrate CCLS and increase academic rigor in the classroom. As a result ELA progress and student engagement will increase will increase by 4% as measured by attendance sheets, student work, portfolios, and informal classroom visits.

Comprehensive needs assessment

Last year, we began intensive professional development opportunities in all grades K-8. We had successful ELA assessment results which amounted to a 3% overall increase in ELA exam scores. Our middle school grade 6 did not have increasing results. Learning walks indicated a lack of consistent rigor in our upper grades. For the 2012-2013, we have increased the amount of professional development opportunities for our middle school teachers in particular 6th grade. This professional development is designed to increase opportunities for teachers to integrate the CCLS and this increase academic rigor. Academic rigor and internalizing the CCLS is a prime focus this year. Using tools from Bloom's Taxonomy and Webb's Depth of Knowledge will aid our growth towards an academically rigorous program. We cannot increase rigor unless we know and understand our curriculum and the best ways to deliver instruction that engage and challenge students. At the same time, we know that it is necessary to provide supports for those students in need. We have also reviewed our pacing calendars and our curriculum maps.

Instructional strategies/activities

- Deep discussions with staff developers at Teachers College reviewing the core needs for the year. Establishing a plan and expectations of teachers.
- September 2012 training of Fountas and Pinnell for new teachers will be complete by first week October 2011.
- Science teachers receive appropriate training to support CCLS.
- Principal and assistant principals to increase the number of walkthroughs on the middle school floor.
- Utilize Faculty conferences and Chancellor's Day PD to support action plans.
- Title I funds will be used to enable to free teachers to attend all day workshops at Teachers College and PD at our school.
- Review students who fell below expectations and find out why there was not significant progress.
- Detailed schedules that allow teachers on each grade to have at least 1 planning meeting and 1 in class demonstration/co-teaching.
- Purchase appropriate trade books to support CCLS with NYSTL funding.
- Utilize *Lost at School* by Ross Greene professional development in order to reduce behavioral issues for students and refocus on classroom instruction.

Strategies to increase parental involvement

- September orientations where all parents are invited to the school to discuss the year's goals. Parents have the opportunity to ask questions and learn about their new teachers.
- Parent Email distribution list
- Use of Rosetta Stone for parents
- Monthly open house followed by workshops designed to teach parents how to help their children.
- Early notification that students are not on standard and suggestions for improvement.
- Teacher conferences with parents give parents valuable information on the progress of their child.
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- Administrators are on hand to meet with parents with particular concerns.
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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.

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

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- Our Champs program is designed to offer afterschool recreation and at the same time work with students so that they can complete homework on time.
- Arts programs with institutions such as, Arts Connection, and New York City Ballet integrate both the arts and literacy into our school.

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	• Academic Intervention Services • Kaplan Readers Workshop in grades 3-7 (push in model). • Researched based materials such as, Best Practices, Just Right, and Guided Reading. • Researched based assessment Fountas and Pinnell is used four times a year to determine progress. • On line Performance Series is used to assess and group according to needs • Words their Way to enhance word study • Title III after school program provides motivating programs in the content areas to develop vocabulary and academic language. • Fountas and Pinnell Leveled Literacy Intervention Kit will be used in small groups. • All classroom teachers provide small group instruction. • Differentiated instruction practices are implemented in lessons, center work and	• Small group • One to one • Tutoring • Circular 6 (tutoring and small group instruction)	• Academic Intervention takes place throughout the school day and during extended day in 12-14 week cycles • Fountas and Pinnell is used four times a school year to determine progress • Fountas and Pinneell Intervention kit used during the day • Kaplan Readers Workshop implemented during the school day

	assessment		
Mathematics	• Academic Intervention Services • Triangulated data is reviewed to determine students who are in need of support based on proficiency and progress • Multi-modality teaching in the classrooms addresses different learning styles • Kaplan Essential Skills and Options Breakaway Math • After school Math club for Grades 6-8 provides small group enrichment activities. • Grade 7 lunchtime small group instruction • Title I After School Math Program •	• Small group • One to one • Tutoring • Circular 6 (tutoring and small group instruction	• Academic Intervention takes place throughout the school day and during extended day in 12-14 week cycles • Kaplan Essential skills and Options Breakaway Math during the school day •
Science	• AIS support in a push in/pull out program • Title I project based for enrichment with an emphasis on Science and Social Studies • Students in grade 3 are provided with field trips through the Genovesi Environmental Center. These science-focused trips support the curriculum. • Project based learning in after school programs. • Differentiated instruction practice to meet student	• Small group • One to one • Tutoring • Circular 6 (tutoring and small group instruction	• Academic Intervention takes place throughout the school day and during extended day in 12-14 week cycles • Title I programs offered after school • Differentiated and project based learning programs takes place throughout the school day

	needs.		
Social Studies	• Title I project based for enrichment with an emphasis on Social Studies and Science • The gardening club focuses on students who need kinesthetic experiences • Fiction/Non-fiction paired guided books • Differentiated instruction practices used to meet student needs	• Small group • One to one • Tutoring • Circular 6 (tutoring and small group instruction	• Academic Intervention takes place throughout the school day and during extended day in 12-14 week cycles • Title I programs offered after school • Differentiated and project based learning programs takes place throughout the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	• AIS team reviews referrals made by classroom teachers of academically – at risk students who are in need of social skills support • Guidance Counselor provides 1:1 and small group support. This intervention supports social needs with a view towards academic improvement. When applicable: • Extremely frequent crisis intervention, observations, counseling, consultation with teachers, parents, and outside agencies • Behavioral plans and liaison with home and school. • Intervention plans are established to address behavioral issues that compromise academic	• Small group • One to one	• Throughout the school day • During extended day

	growth. • Goals are discussed, three behaviors are selected to be worked for improvement and students are rewarded if goals are met. • A psychologist articulates with the classroom teacher.		

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.

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

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

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

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

- *In house translators available for all meetings*
- *Home language translations for written communication*
- *Parent/Teacher conferences*
- *Parent Association meetings held in mornings or evenings*
- *School Leadership Team*
- *School website*
- *Signing of all tests and projects*

4. *Providing assistance to parents in understanding City, State and Federal standards and assessments:*
    - *Workshops outlining content and grade level expectations of CCSS curriculum*
    - *In house translators at all meetings*
    - *Parent/Teacher conferences*
    - *One on one parent/teacher meetings assessing student progress highlighting item analysis for math and literacy*
    - *Progress reports and portfolios benchmarking students' goals*

5. *Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand:*
    - *Written communication in native language*
    - *School website*
    - *In house translators*
    - *Cultural night/Talent Show*
    - *Parent orientations/classroom visits*
    - *ELL orientation*
    - *School Leadership Team*
    - *Fundraisers*
    - *Holiday Assemblies, Dances, Carnival, Book Fair, Picture Day*

6. *Providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community:*
    - *Parents as Partners Violin program*
    - *ELL orientation*
    - *Ballroom Dancing*
    - *Workshops on ELA, Math, Comprehensive Word Study*

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

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

- *Actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact.*

- *Engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills through workshops, parent orientations, classroom visits, one on one meetings with guidance counselor and teachers.*

- *Ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact i.e. workshops, family nights highlighting math and literacy strategies, morning/afternoon after school programs, ELL orientation, cultural night, fundraisers, holiday fairs, carnival, Open House, High School orientation, assemblies, dances, and school store.*

- *Support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills. Parents are also members of the School Safety Committee.*

- *Our Parent Coordinator (Jennifer Hom) will serve as a liaison between the school and families. Ms. Hom will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. Ms. Hom will also maintain a log of events and activities planned for parents each month and file a report with the central office. Ms. Hom will also have in house translators available for these workshops as well as written notification in their native language. Ms. Hom will reach out to the surrounding business community to inform them of our Town Hall meeting.*

- *Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home. The workshops will be scheduled for either morning, during or after school in order to accommodate parents' schedules. Focus will be on the content and expectations of the Common Core State Standards and strategies needed to support their child's progress.*

- *Provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report through workshops, school website, conversations with guidance counselor, parent coordinator, parent/teacher conferences and written communication in their native language.*

- *Host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act.*

- *Schedule additional parent meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions i.e. workshops, Town Hall meeting, parent association meetings, parent/teacher conferences, Open House, classroom visits, High School orientation, and ELL orientation.*

- *Translate all critical school documents and provide interpretation during meetings and events as needed i.e. parent/teacher conferences, parent association meetings, orientations, progress reports, report cards, Learning Environment survey, Annual School Report Card.*

- *Conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help i.e. workshops outlining CCSS content and expectations, Open House, ELL orientation,*

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

- *holding an annual Title I Parent Curriculum Conference;*
- *hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;*
- *encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;*

- *supporting or hosting Family Day events;*
- *establishing a Parent Resource Center/Area or lending library; instructional materials for parents;*
- *hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;*
- *encouraging more parents to become trained school volunteers;*
- *providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;*
- *developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;*
- *providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;*

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

B. Language Allocation Policy Team Composition ⓘ

Principal Deirdre Keyes	Assistant Principal Nina Ishmael
Coach Alfonsina Giordano	Coach type here
ESL Teacher Jonathon Goldman	Guidance Counselor type here
Teacher/Subject Area Margo Greenberg	Parent type here
Teacher/Subject Area type here	Parent Coordinator Jennifer Hom
Related Service Provider type here	Other type here
Network Leader type here	Other type here

C. Teacher Qualifications ⓘ

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

Number of certified ESL teachers	7	Number of certified bilingual teachers	1	Number of certified NLA/foreign language teachers	2
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	1		

D. School Demographics

Total number of students in school	1374	Total Number of ELLs	215	ELLs as share of total student population (%)	15.65%

Part II: ELL Identification Process

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

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

1. Steps for Initial Identification

These following mechanisms are in place:

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

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

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

The following staff members that administer the LABR are as follows:
Ross Jhan- ESL teacher
Jonathan Goldman - ESL teacher
Alfonsina Giordano-former ESL teacher, current literacy coach
On a less frequent basis:
ESL teachers of self-contained classes including: Jennifer Goldstein, Diana Perchekly, Margo Greenberg, Kristine Cicero

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

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

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

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

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

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

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

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

2. Structures in place to ensure parents understand all three program choices

PS/IS 206 has a number of structures in place to ensure that parents understand all three program choices available to them. Once new students are identified as entitled ELLs, PS/IS 206 holds a number of Parent Orientation Workshops. Workshops are held in four separate languages within the first ten days of school, others are held at more convenient times if parents did not attend the first, and ongoing workshops are held throughout the school year when newly entitled ELLs enter the school.

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

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

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

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

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

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

Parents/guardians of first time ELLs in NYC public schools receive an entitlement letter in English and their native language which also serves as an invitation letter for the ELL parent orientation meetings being held within the first ten days of school. Prior to the meeting, the bilingual parent coordinator, bilingual family workers, and a bilingual ESL teacher make phone calls home reminding them of the meeting to ensure strong attendance. If parents/guardians do not attend the first meeting, outreach is made, and make up meetings are scheduled as soon as possible.
Historically, the attendance of the parents/guardians of first time ELLs has been high. Most selection forms are completed at the end of the meetings, but if a parent does not attend after repeated invitations, a form is sent home with the child. It is collected through rigorous efforts. If after numerous efforts, a parent survey and selection form is not returned, the default is counted towards a bilingual program.

4. Criteria used for placement

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

6. Program models and parental request alignment

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

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	**K**☒ **1**☒ **2**☒ **3**☒ **4**☒ **5**☒ **6**☒ **7**☒ **8**☒ **9**☐ **10**☐ **11**☐ **12**☐

This school offers (check all that apply):

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

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

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

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

B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL	193		15	20		8	2		2	215
Total	**193**	**0**	**15**	**20**	**0**	**8**	**2**	**0**	**2**	215
Number of ELLs in a TBE program who are in alternate placement:										

C. Home Language Breakdown and ELL Programs

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

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**TOTAL**
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		**10**		**11**		**12**		**TOTAL**	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	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	3	4	8	2	2	1	3							**23**
Chinese	23	13	25	10	5	4	7	3	3					**93**
Russian	10	15	7	9	6	7								**54**
Bengali														**0**
Urdu	4	2	4	2		1	2							**15**
Arabic	1		1		1	2	1							**6**
Haitian														**0**
French														**0**
Korean					1									**1**
Punjabi	1													**1**
Polish														**0**
Albanian				1	1									**2**
Other	3	4	1	6	1	2	1	1	1					**20**
TOTAL	**45**	**38**	**46**	**30**	**17**	**17**	**14**	**4**	**4**	**0**	**0**	**0**	**0**	**215**

Part IV: ELL Programming

A. Programming and Scheduling Information

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

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

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

A. Programming and Scheduling Information

Self-Contained ESL Classes

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

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

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

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

Push-In Model

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

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

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

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

Combination Push-In/Pull-Out Model

A. Programming and Scheduling Information

As stated earlier, research has shown the effectiveness of the push-in model when it is implemented correctly. PS/IS 206 is trying to use the push-in model as widely as possible and these are situations where combinations of two models are being used.

All 17 beginning/intermediate ELLs in grade 3 and all 5-beginning/intermediate non-Special Ed ELLs in grade 5 are receiving a combination of push-in and pull-out services. According to Part 154, all beginning/intermediate ELLs are mandated to receive 360 minutes or eight 45 minute periods of ESL per week. They are receiving 180 minutes, or four periods, of their ESL services in their classrooms as part of the push-in model in a heterogeneous setting. This way they benefit from the attributes of the push-in model and have an opportunity to spend more time in their classrooms. They are then pulled-out of their classrooms for the remaining 180 minutes, or four periods, of ESL services. This way they receive targeted pull-out instruction in an educational setting that is geared specifically to the needs of beginning/intermediate students. All students in pull-out groups in grades 3 and 5 are in homogeneous proficiency groups of beginning/intermediate level ELLs.

Pull-Out Model

On the elementary level, there are 18 second grade ELLs not served in the ESL self-contained class who are receiving all ESL services via the pull-out model and there are 17 fourth grade ELLs who are also receiving all ESL services via the pull-out model.

The 22 ELLs in grades 6-8 receive all of their ESL services via the pull-out model. The middle school is comparatively small by NYC standards and, at this time, the pull-out program is the most effective way to ensure all students receive all of their Part 154 mandated ESL services.

In addition, there are 9 Special Ed students who receive shared pull-out services. One student is in grade four, four are in grade five, and 4 are in grade six. 8 out of the 9 students have IEP requirements that are 12:1 and they are unable to be in large classroom settings. A Literacy coach who used to be one of the school's ESL teachers and is fully licensed and certified in ESL works with them for some of their mandated ESL services and the upper grade ESL teacher works with them to provide the rest of their Part 154 mandated services.

ELLs in the pull-out program are educated in a favorable and challenging classroom environment that is well suited for ESL instruction. Students receive content-based instruction that complements the themes and subjects they are working on in their classrooms. All students receive instruction that utilizes ESL methodologies to teach content area knowledge and promote academic vocabulary. All instruction is aligned with both ESL and Common Core standards and emphasis is placed on consistent improvement with reading, writing, listening and speaking skills. Based on the recommendations of the LAP committee, academic vocabulary development and reading comprehension improvement is a school-wide focus.

There is daily articulation between classroom teachers and the ESL teachers to discuss student classroom participation, performance, progress, align rubrics and coordinate instruction. Classroom teachers have been trained in ESL methodologies and are incorporating them in language and content area instruction. The ESL teachers learn as much as possible about classroom curriculum and current activities. They then modify and build upon classroom lessons in their pull-out groups to compliment what is happening in their classes.

The workshop model is being used throughout the school and in the ESL pull-out setting as well. Students participate in literature circles, read alouds, shared-reading, guided reading, independent reading, and teacher-student conferencing. In addition, as mentioned before, PS/IS 206 has been utilizing the Teacher's College Reading and Writing Workshop Program. ESL pull-out teachers will continue to participate in ongoing training regarding this program. These components help facilitate the school wide goal of English proficiency for all ELLs.

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?

All ELL students in PS/IS 206 receive all mandated ESL services in accordance to CR Part 154 regulations. There are six fully certified and licensed ESL teachers. Four of these teachers teach the four ESL self-contained classes. The remaining two ESL teachers provide both push-in and pull-out ESL services to the rest of the school's ELL population. One works with grades 1-3 and one works with grades 4-8. There is one additional teacher currently working as a school staff developer. As mentioned earlier, she is licensed and certified in ESL

A. Programming and Scheduling Information

and used to be one of the school's ESL teachers. She is assisting this year by working with 9 Special Ed ELLs.

All ELLs receive their mandated ESL services based on their NYSESLAT or LAB-R proficiency levels. Every beginning and intermediate level ELL student is receiving at least 360 minutes or eight 45 minute periods of ESL instruction per week and every advanced ELL student is receiving at least 180 minutes or four 45 minute periods. In addition, ELLs receive at least 180 minutes of ELA in their classrooms. Provisions are made so seventh and eighth grade ELLs do not receive ESL services during their English classes, so they too receive an additional 180 minutes of ELA instruction.

Schedules are created and reviewed by the school administration and staff to ensure the mandated number of instructional minutes is fulfilled and there are no scheduling conflicts between ESL services and any other related educational services. All classroom teachers receive ESL schedules and all middle school ELLs receive their own schedules so they will know when and where they must attend ESL class. Teachers work together to prevent any conflicts and ensure students receive their mandated services with a minimum amount of disruption.

2a. Explicit ESL

Students receive instruction in English as part of a Freestanding ESL program. As described earlier, ELLs from grades K-8 receive their mandated ESL services in either ESL self-contained classes (grades K-2), push-in, pull-out, or a combination of the two models. Each student receives instruction that addresses their needs while challenging and preparing them to make the transition to the next level. All ELLs receive differentiated instruction. They are grouped based on proficiency levels, modality strength, individual learning styles, and Fountas and Pinnel benchmark reading levels.

Students receive challenging content based instruction aligned with New York State ESL standards and Common Core standards with an emphasis on increasing their four language skill levels, content area knowledge, academic vocabulary, and developing learning/thinking strategies. Continuous on-going formal and informal assessments are provided by the teachers, conferencing and conferring are consistent, and students are aware of their goals/expectations and are expected to self-assess.

As stated earlier, PS/IS 206 uses the workshop model in all grades and the school is working with the Teacher's College Reading and Writing Workshop Program. All ELLs use this program and components are modified through additional scaffolds to ensure accurate understanding and participation. All students regardless of language ability will be given opportunities to practice what has been taught and demonstrate what they have learned.

Proficiency Levels

Beginning students receiving at least 360 minutes of ESL instruction per week have the expected weaknesses in all four modalities. The instructional focus is on developing basic vocabulary, social language, basic reading, and writing skills. They receive challenging work differentiated to their needs. As they develop skills their academic goals and expectations continue to become more focused and complex. They are frequently grouped with students of mixed-levels for speaking and listening activities so they develop communicative proficiency as soon as possible.

The instruction for intermediate level students receiving at least 360 minutes of ESL instruction per week emphasizes developing core academic reading/writing skills, learning and utilizing specific strategies to develop content areas skills and building academic vocabulary. Groups for reading and literacy instruction are based on benchmark reading levels. There are times when students are placed in smaller sub-groups to target identified weaknesses. This allows the students to receive differentiated instruction and complete assignments that fit their specific needs.

Advanced level students receive at least 180 minutes of direct ESL instruction and 180 minutes of ELA instruction to develop sophisticated reading, speaking, listening and writing skills. Emphasis is placed on empowering them to be English proficient. The LAP Committee has identified reading and writing as the weakest modalities for students in grades 1-8. Writing skills are demonstrated, experimented and developed throughout the year. The LAP Committee also identified academic vocabulary development and marked improvement in reading comprehension skills as goals in grades 1-8. Enhanced targeted instruction and emphasis will be placed on

teaching reading comprehension skills, writing strategies, and enhancing academic vocabulary development. Students will be exposed to many different genres and increase the amount of time they are spending with non-fiction literature. Modifications have been made and scaffolds have been included to the reading and writing components of classrooms lessons, particularly within the Teacher's College Reading and Writing Workshop Program to ensure understanding and enhance student development.

The instructional focus of the school-wide ESL program is on the following aspects:

1. Building academic language. The LAP Committee recommends renewed emphasis on building academic language. Students are exposed to content rich academic language through instructional reading, writing, speaking and listening activities.

2. Scaffolding instruction and content for ELLs to ensure understanding and growth. Particularly scaffolding components of the Teacher's College Reading and Writing Workshop Program to ensure understanding, participation and growth.

3. Adapting useful ESL methodologies and instructional strategies such as modeling, bridging, conceptualizations, schema building, total physical response, language experience approach, natural communication, proper use of manipulatives, pictures, text representation and effective questioning to provide a challenging learning environment for all English Language Learners.

4. Differentiated Instruction. All ELLs receive instruction that addresses their specific needs. Students are ability grouped based on proficiency level, modality strength, learning needs, styles and Fountas and Pinnel benchmark reading levels.

5. Alignment of ESL instruction with ESL, ELA, and Common Core Standards.

6. Coordination of ESL instruction with content area classroom instruction particularly within the push-in and pull-out models. There is consistent articulation between classroom teachers and ESL push-in/pull-out teachers to coordinate planning, align rubrics, discuss student progress, and enrich instruction. Classroom teachers and ESL teachers use the same rubrics to assess the ELLs. Rubrics are modified for the ELLs. Staff receives ongoing professional development to prepare classroom teachers to effectively instruct the ELLs in their classrooms.

7. Using the Workshop Model effectively across all grades and proficiency levels. Making sure every ELL has an opportunity to practice what was taught, is grouped appropriately, and demonstrate understanding.

Explicit ELA

In addition to receiving Part 154 mandated ESL instruction:

ELLs from all proficiency levels in the self-contained ESL classes are receiving at least 180 minutes of ELA instruction per week from their ESL classroom teachers in addition to the 360 mandated ESL minutes.

ELLs from all proficiency levels in grades 1-6, who are not in ESL self-contained classes, receive at least 180 minutes of ELA instruction from their classroom teacher.

ELLs from all proficiency levels in grades 7-8 receive ELA instruction at least 180 minutes per week in their English class.

This applies to all ELLs in self-contained, push-in and pull-out settings.

As mentioned earlier, The Teacher's College Reading and Writing Workshop Program is being implemented again this year. Classroom teachers from grades 1-8, including ESL teachers, are participating in Teacher's College Reading and Writing Workshop Program staff development training sessions.

3. Describe how the content areas are delivered in each program model

A. Programming and Scheduling Information

Please refer back to page 4 questions #1A and #2A, specifically how the programs are delivered and the explicit ESL section, for a more detailed explanation of the instructional approaches and methods being used. The language of instruction is English in all program models.

In the self-contained, push-in and pull-out program models, all ELL students in grades K-8 are exposed to the same content area school curriculum as the non-ELL population regardless of ELL proficiency status. The content is likely to be presented differently to ensure understanding and language acquisition, but the essential content and subjects covered are the same.

Teachers have been trained to both scaffold and differentiate instruction. As described earlier, they employ a number of useful ESL methodologies in their classrooms. They are expected to modify and amplify both content and instruction based on the needs of the ELLs. They adapt their teaching strategies and the presentation of content area curriculum to enrich language and encourage comprehension. They attempt to promote a classroom environment that is both challenging and warm where students are engaged in all activities and feel comfortable taking risks.

The ESL push-in/pull-out teachers work closely with classroom teachers. In a push-in situation there will be coordinated classroom teaching and in a pull-out situation there will be coordinated instruction of similar content. Both program models rely on strong teacher articulation, common planning, providing scaffolds and adapting curriculum for the benefit of the growth of the ELLs.

4. How do you ensure that ELLs are appropriately evaluated in their native languages?

All newly admitted Spanish speaking students taking the LAB-R exam are given the Spanish LAB-R exam. This offers the most definitive evaluation.

Regarding all other ELLs, while a formal evaluation is not required as the school does not have a Transitional Bilingual program or a Dual Language program, there are a number of reasons why it is educational sound to determine how fluent an ELL is in their native language.

Research has shown that a student who is literate in their first language has an easier time learning a second language. Also, part of the ESL program is promoting native level support. One needs to have an understanding of a student's language ability in the native language to provide appropriate materials and levels of support. Also, if the student is in grades 3-8, depending on their native language reading ability, they will be eligible for testing accommodations like a word-to-word bilingual dictionary/glossary or possibly a translated exam in their native language. An additional reason involves student grouping. There are times when students are grouped together, especially if they are new admits, based on the ability to speak the same language and there are times when students are separated, especially if they are not progressing, because they aren't taking enough risks with English if they are surrounded by students who speak their language. A final reason has to do with translation purposes.

The ESL teacher already has some information based on the HLIS and the informal initial interview at registration. This evaluation usually takes place after a new admit has been identified as an ELL and placed. It is done by the student's ESL teacher. It is informal but the results are always helpful. A member of the schools translation team or initial identification team will be used to interview the child. If someone is unable to assist, then a former ELL student who is known to be fluent in the same language can serve as an informal translator. Students will be asked a number of basic and non-threatening questions about their prior school, likes and dislikes, etc… The translator will then relay back to the teacher if the student seems to speak and understand his/her language well. If the student is above a certain age, the ESL teacher will provide a book in the student's native language. A few books hopefully are available, some easy and some more difficult. With the translator present, the student will read short portions of the book and the translator will then relay back to the teacher if the student can read. Questions will then be asked of the student to see how well the student understands what was read. If a book isn't available in the student's language, PS/IS 206 has numerous word-to-word bilingual dictionaries/glossaries and the DOE provides word-to-word glossaries in content area subjects. Results are used for testing accommodations, classroom instruction/grouping, translation issues, and to provide appropriate native language support.

5. How is instruction differentiated for ELL sub-groups?

5a. Plan for SIFE

A. Programming and Scheduling Information

All ELLs at PS/IS 206 are screened to determine if they are SIFE. Home Language Surveys are analyzed, student interviews or parent interviews are conducted, and if available, prior school records are analyzed. Currently, PS/IS 206 does not have any SIFE students. However, there are an increasing number of students in all grades who do not meet the definition of SIFE because their schooling wasn't interrupted, but attended schools where the learning environment wasn't suitable. They are coming with a limited amount of educational skills although they have attended school continuously.

A school plan for SIFE students is in place. Once a student is identified to be SIFE, he or she is immediately assessed using current and past indicators if applicable, LAB-R and NYSESLAT test scores, Fountas and Pinnel benchmark reading levels, content area test data, classroom tests, grades, projects, observable classroom performance, and articulation with the classroom teacher. Should there be SIFE students, they are eligible for additional educational assistance at PS/IS 206. He or she is eligible to receive AIS during the school day to assist the student. He or she will also be grouped appropriately during ESL instruction so the instruction will be tailored to the needs of the student. Constant articulation between the ESL teacher and the classroom teacher will ensure the student receives the necessary additional attention in the classroom. He or she will be offered a Title III ESL after school program, a possible Wilson reading program if necessary and/or an after school reading or math program.

5b. Plan for ELLs in US schools less than three years (Newcomers)

Newcomers have unique and difficult educational and social challenges that must be addressed. The plan at PS/IS 206 requires coordination between parents, students, and teachers to best serve the needs of the ELL students. If the student is not in a self-contained ESL classroom setting, it also requires strong coordination and communication between the classroom teacher and the ESL push-in/pull-out teacher. Teachers in PS/IS 206 all have received and will continue to receive ongoing training to work effectively with ELLs in their classrooms.

In September, and throughout the course of the school year, newly enrolled ELLs receive immediate attention. They are greeted upon registration, identified and tested as soon as possible on the LAB-R. After a student is placed, the ESL teacher will take the student on a school tour. Translation is provided if necessary and if possible. The ESL teacher and the classroom teacher will explain the school rules and expectations to the student. Every attempt will be made to ensure the student is comfortable and secure in his/her new environment. The student will then receive all mandated ESL services.

ESL and classroom teachers create a classroom environment that fosters language acquisition. Displays of their culture are evident in their classroom. Newcomers are initially paired up with students who speak their same language. They are provided with TPR instruction, school survival English, basic phonic skills, basic vocabulary development activities, and beginning reading comprehension skills. Beginning level ELLs will be given more opportunities in mixed-level groups in speaking and listening activities so they develop communicative proficiency as soon as possible. Newcomers are grouped flexibly based on their recognized needs into appropriate reading and writing groups.

Expectations for newcomers are set high to ensure the student is able to practice and study English. Teachers of newcomers are expected to give these students additional patience, understanding and attention. Students are given work that is challenging and they are expected to provide maximum effort. The work is also tailored to their language ability and as their language skills progress the work becomes more sophisticated. Their progress is frequently measured by analyzing their class work, observing classroom performance, test scores, projects, interim assessments and teacher-student conferences. If the student is not in an ESL self-contained class, the classroom teacher and the ESL push-in/pull-out teacher consistently articulate to analyze student progress, to scaffold instruction, and to support the efforts of the student.

If the student is in the lower grades, and his/her language isn't represented in the classroom, attempts are made to find an older student who speaks the child's same language. Also, newcomers from third grades up who can read in their native language, are provided the DOE downloaded translated glossaries in math, science and social studies and are taught to utilize a bilingual dictionary so they can look up any words they do not understand.

Contact is made with a relative/caregiver to see if English is spoken in the home and determine how much assistance the student can

receive if he/she does not understand portions of the homework.

Newcomers are invited to the Title III After-School Program, and are strongly encouraged to attend ESL summer school if offered. They also have the opportunity to attend an after school ELA program if they are taking the ELA for the first time and are invited to other after school programs that fit their needs or interests (math, science, social studies, art, and dance, if offered depending on funding). If a newcomer is not making mandated gains, not showing expected progress, or is at risk because he or she is taking the ELA for the first time, the student receives additional academic help through a morning tutoring program if funding allows. Teachers encourage the participation of the newcomers in all classroom activities and attempt to make classroom participation enjoyable and comfortable for the students. As the newcomers progress they participate more, their classroom performance improves, and their confidence builds.

5c. Plan for ELLs receiving service 4-6 years

ELLs receiving services for this length of time are immediately flagged as potential long term ELLs. Their test scores on the NYSESLAT and all content area exams are examined and trends in their test scores are looked at closely. Particular attention is paid to their current Fountas and Pinnell benchmark assessment and their Performance series grade level results. An itemized analysis is conducted. Weaknesses and needs are highlighted and followed by instructional actions. Discussions are held between the students' teachers and the ESL push-in/pull-out provider so they are on the same page and can address the needs of the child effectively. Discussions are also held with the individual students about their needs and learning styles. All efforts are aimed at providing targeted individualized instruction to help them overcome their weaknesses. Many of these ELLs will be encouraged to attend an after school program that suits their needs whether it is Title III ESL or a content area program.

5d. Plan for long-term ELLs

This year, PS/IS 206 has two Special Education long term ELLs. But as in years past, plans are in place. Long term ELLs at PS/IS 206 often receive targeted differentiated grouping in their classrooms or small group tutoring in addition to their mandated ESL services. Those with IEPs receive all the necessary services and accommodations that the IEP dictates. They are all encouraged to enroll in the Title III ESL after school program or a CEIS at risk program if there is funding. They are also encouraged to attend other content area academic after-school programs. During ESL class, long term ELLs are placed in a group that suits their academic needs. Classroom teachers are expected to provide additional individualized attention and support. Their NYSESLAT, ELA, Fountas and Pinnell, Performance Series, and content area results are analyzed and additional instructional attention will be placed on any week modality. A plan is developed to try to focus on the particular weak skills that are holding these students back year after year.

6. Instructional strategies and grade-level materials for ELL-SWDs

All ELLs identified as having disabilities or special needs receive their mandated ESL services and all other services and accommodations that are dictated in their IEP. ESL teachers are familiar with the student's IEP and are aware of the special needs of each ELL. ESL teachers articulate often with the classroom teacher to find out what instructional materials are helpful and what is and isn't working inside the student's classroom. ESL teachers are used to asking classroom teachers to adapt and scaffold content to the language needs of their ELLs. Here the ESL teacher must also adapt and scaffold based on the student's particular individual needs. The ESL teachers work closely with these Special Ed teachers to provide suitable individualized language instruction using many visual aids, role playing, cooperative project tasks, appropriate reading comprehension activities etc… The ESL teacher assists to make the materials ELL friendly depending on the individual language needs of the student and the Special Ed provider assists the ESL teacher to ensure the content area materials are appropriate for the student's disability, learning styles, and grade level.

7. Curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs.

The ESL push-in/pull-out teachers work closely with other related Special Ed service providers and members of the SBST to monitor the students' progress, adhere to student needs, and ensure all mandates are being followed. Often ESL teachers and Special Ed providers have to create schedules to satisfy both IEP and Part 154 mandates and not conflict with each other's times. This can be difficult and they must be flexible to make changes and coordinate together at the beginning of the year to create schedules that are without any conflicts and satisfy all mandates.

A. Programming and Scheduling Information

Students are grouped accordingly and all ELLs with special needs are given the attention and focused instruction that is required. The ESL teachers attend SSST and AIS meetings when an ELL is being discussed. They are present at most IEP meetings. ESL teachers provide input to the SBST and Special Ed services providers concerning student progress. All protocols governing Special Education are followed.

In addition, the ESL teachers follow specific educational mandates within the IEP. As mentioned earlier in this document, 8 Special Education students in grades 4-6 have a 12:1 setting designation in their IEPs. These students have to always receive services in groups under 12 and cannot go into a push-in mainstream classroom setting.
Paste response to questions 1-7 here

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 *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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 *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week

FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

B. Programming and Scheduling Information--Continued

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

8. Targeted Intervention Programs

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

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

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

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

Some examples are:

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

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

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

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

9. Plan for Continuing Transitional Support

All former ELLs are monitored very closely. Their classroom performance and test scores are scrutinized to see how they fare academically after they score a proficient on the NYSESLAT exam. Some former ELLs flourish and perform very well. Other students need additional support. These services are provided for these students:

Former ELLs are allowed to continue to receive ESL services for two years after they score out of the ESL program if parents request or agree. Last year a few students in the middle school were still attending ESL classes because they wanted the additional support with English.

Former ELLs can still attend the Title III ESL after school program to receive additional English instruction and support.

By accessing ARIS and through direct notification by the ESL push-in/pull-out teachers, all classroom and Special Ed teachers are informed about score-out status and any additional language based issues.

ALL former ELLs who scored out within the last two years are entitled to ELL test accommodations on state exams.

Former ELLs are invited to the content area after school programs, participate in ELL clubs, and as mentioned earlier, are targeted for intervention programs like AIS if needed.

10. New Programs or Improvements

As mentioned earlier, PS/IS 206 continues to try to use the push-in model as much as possible in the upper grades.

Fountas and Pinnell benchmark assessments are being used in all grades to give teachers a current and ongoing assessment tool. Assessments are given quarterly and the results are centralized in Google docs.

Columbia University's TC program is still very involved with the school. The Reader's Workshop Program is being implemented school wide. This year the middle school is receiving additional training and becoming more heavily involved with the program. Both ESL and classroom teachers are attending workshops inside and outside the school and TC specialists are coming to the school on an ongoing basis to provide professional development and guidance to a large portion of the staff.

The workshop model continues to be used school wide and this year a number of middle school teachers received formal and informal training on all the essential elements within the workshop model.

Based on last year's ELA test scores, NYSESLAT modality scores, and classroom performance, the PS/IS 206 LAP Committee has decided to continue to increase instructional emphasis on building academic vocabulary school wide and improving reading comprehension skills especially through the use of non-fiction materials.

All teachers have had training on the common core standards and are imbedding them within their instruction.

New technology that was purchased last year is now being fully utilized. (Smart Boards, ThinkCentres, laptop computers etc…)

The entire computer room was revamped with new computers and equipment.

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11. What programs will be discontinued and why?

There aren't any significant programs being discontinued but there have been changes made to the Title III program. NYSESLAT scores

improved in the upper grades but a number of the ELLs within particular sub-groups like long term ELLs and recent admits are struggling on the ELA exam and there are a number of brand new admits with exceptionally weak academic skills in any language. The LAP Committee has decided that this was an opportunity to change focus. The program will be smaller but more targeted and will focus on improving the identified individual academic weaknesses of students in a number of particular subgroups. In line with the LAP Committee recommendations, building academic vocabulary and strengthening reading comprehension skills especially through the use of non-fiction materials will be an essential part of this supplemental program.

12. ELLs and equal access to after school programs.

All ELLs are provided equal access to Title III after school programs and other school wide after school programs if grade appropriate. If an ESL student would like to attend a particular program, and the program fits with the students' individual needs or interests, they can attend regardless of their ELL status. Letters and forms of all available after-school programs are distributed in both English and parents' preferred languages.

13. Instructional materials and technology

Instructional Materials

Instructional materials in use at PS/IS 206 are aligned to NY State standards and if they are being used solely by the ELLs, are also aligned to NY State ESL standards. ESL and classroom teachers have been trained on the new Common Core Standards and all are making every effort to utilize materials and provide content based lessons that are aligned with the Common Core Standards. Content area materials that were ordered last year are ELL friendly. Instructional materials are being utilized across all grade levels that are challenging, functional, comprehensive and interesting for the students. These materials assist students and teachers to accomplish the school-wide goal of high achievements for ELLs.

Elements of the Teacher's College Reading and Writing Workshop Program curriculum are being used throughout the school. ELLs are using this curriculum schoolwide on a daily basis regardless of ESL proficiency levels. Portions of the curriculum are being modified and scaffolds are being used for the ELLs to ensure the topics are understood, are addressing their needs, and that ELLs are actively participating and actively benefitting from each lesson/unit.

Technology

The following technology components are utilized in the self-contained ESL classes and technological sophistication is taught at a young age:

- Four computers for each class using award reading, an ELL balanced literacy program with strong electronic components; Clifford programs; math games-Millie Math House; Everyday Math Games; Star four; Phonics games; science games; Razz Kids, letter reading games and internet sites.
- Smart tables, electronic and interactive work stations, smart boards
- Listening Centers, using DVDs, music, phonics and electronic books.
- Elmos, an electronic photo-projector.

Many of the classrooms throughout the school with ELLs are using educational technology such as smart-boards, elmos, classroom laptops or desktops.

Additional Supplemental Instructional Materials

ELLs participate in the workshop model and all utilize materials that are differentiated based on individual needs. These materials are supplemental in nature and may be used by many or just a few ELLs depending on proficiency levels, students needs, and the content area lessons involved. Most ELLs being served in the push-in model are using materials based in their own classroom and the ESL teacher is coordinating teaching and the materials with the classroom teacher. Most ELLs being served in the pull-out model are using content based materials that are similar to what they are using in their classrooms as the lessons and content are also coordinated via articulation with the classroom teachers.

ESL supplemenal instructional materials utilized in grades K-1:
Instructional materials specially designed for K-1 ELLs are used in the classroom. They are Award Reading Kits, by McGraw Hill, INC My ABC Story Book by Longman, Big Book Series by McGraw Hill, Act out Stories, ABC Sing Along and Word Study by Scholastic, Holiday Series by Creative Teaching Press, Phonics by Sadlier Oxford, Reading for Comprehension by Pearson Education, and Practice Book on Literacy by McGraw Hill,

ESL supplemental instructional materials utilized in grades 2-3:
Making Meaning by McGraw Hill, Critical Thinking with Literature by Continental Press, What a Life –Beginning, High Beginning, and Intermediate by Pearson Education. Reading for Comprehension Readiness by Continental Press, Award Reading Series, by McGraw Hill, and Flash-Grammar and Writing by Bastos Book Co.. Graphic organizers, magazines, newsletters, computer internet resources, advertisements, neighborhood maps, guides, and pictures are also richly used in the class to develop communicative, academic English language, literacy, and thinking skills.

ESL supplemental instructional materials utilized in grades 4-5:
Students make use of common everyday materials to foster instruction and complement learning. For example: Newspapers, magazines, newsletters, internet research, ESL instruction on the computer, menus, advertisements, maps, guides, and pictures. Students also make use of the leveled classroom library to read on a consistent basis and are encouraged to obtain library cards and go to their neighborhood libraries. Class sets of library books are used from the school literacy center during silent reading, read aloud or classroom book discussions.

Some classroom supplemental instructional materials are: Critical Thinking with Literature by Continental Press, What a Life –Beginning, High Beginning, and Intermediate by Pearson Education. Reading for Comprehension Readiness by Continental Press, Editing Exercises-Process Writing Portfolio Program; by Longman, Very Easy True Stories – A Picture Based First Reader by Bastos Book Co., Flash-Grammar and Writing Levels 3-5 by Bastos Book Co; and Basic Grammar in Use, by Cambridge.

ESL supplemental instructional materials utilized in grades 6-8:
Students make use of common everyday materials to foster instruction and complement learning. For example: Newspapers, magazines, newsletters, internet research, ESL instruction on the computer, menus, advertisements, maps, guides, and pictures. Students also make use of the leveled ESL classroom library to read on a consistent basis and are encouraged to obtain library cards and go to their neighborhood libraries. Class sets of library books are used from the school literacy center during silent reading, read aloud or classroom book discussion.

Some supplemental classroom instructional materials are:
Longman, Word by Word Picture Dictionary and Literacy Workbook; Bastos Book Co., Flash Grammar and Writing Levels 3-7; Longman Postcards 1 and 2 Language Booster; Longman, More True Stories- A Beginning Reader, A High Beginning Reader, A Intermediate Level Reader; and Longman, Great American Stories 1 and 2, An ESL/EFL Reader.

14. Native Language Support

All instruction is conducted in English as part of the Freestanding ESL program but the students do receive some forms of native language support. New beginning level ELL students are initially buddied up with students from their native language (if available) group to help them feel comfortable and translate some of the details if necessary. Many of the students are introduced to members of the multi-lingual translation team (made up of teachers, paras, family workers, administrators, and the parent coordinator) so they will know an adult in the building they can speak with in their home language. All ELLs literate in their native language are given the DOE downloadable translated glossaries in math, science and social studies. In addition, classroom libraries have books in the students' home language and word-to-word translated dictionaries. The school purchased large numbers of bilingual/word-by-word dictionaries/glossaries in the languages represented by the students in the school. Students literate in their native language may also use word-to-word translated dictionaries/glossaries or translated exams on certain state exams. Also, some classroom teachers allow new ELLs to use word-to-word glossaries/dictionaries on some content area classroom exams.

15. Resources and Corresponding Grade Levels

Materials used at PS/IS 206 are age and grade-appropriate. They are standards based, and correspond to individual student needs, their modality strengths/weaknesses, language levels, and the characteristics of each particular grade.

16. Assisting Newly Enrolled ELL students before the beginning of the school year

Students are not identified as ELLs until after the beginning of the school year when they participate in the initial identification process and are LAB-R tested. This is described in detail in the beginning section of this LAP.

For a detailed explanation describing everything done for new ELLs, please refer back to question # 4 and the sub-section addressing plans for ELLs in the school for less than three years.

Some measures are taken prior to the beginning of the next school year. Prior to the beginning of the next school year, PS/IS 206 distributes notices explaining important dates and procedures for the pre-registration of newly enrolled students. This is done through translated school letters, websites, PA meetings, and community meetings. Students registering in May for the upcoming school year are unofficially interviewed/screened by the K-3 ESL teacher for potential language needs and for school organizational purposes only. In June, students in Pre-K are also unofficially screened by the K-3 ESL teacher for organizational purposes only to find out the potential number of students who might be in need of ESL services once the school year begins. Students with absolutely obvious language needs are then placed into classes prior to the beginning of the next school year and the school year will open smoother with a number of ELL placement issues properly addressed. This minimizes the amount of changes for the younger students, and creates less of a need for huge numbers of students switching classes after the school year has started when students are officially tested on the LAB-R and officially placed into their correct class.

It must be noted that official ELL designation and placement is not established until after the new school year begins and all protocols are followed during the initial identification, assessment, and placement process. Based on the results of the LAB-R, the entitled ELL students are properly placed, change classes if necessary, and receive their mandated ESL services. Parents are notified accordingly. Through this practice, the reorganization of classes is minimized.

17. Language Electives offered to ELLs

All ELLs in grades 6-8 take Spanish. They are scheduled to have Spanish between 3 and 4 times per week. Classes are taught by the two certified Spanish teachers in the building.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

1. The professional development plan

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

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

These PD sessions focus on:

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

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

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

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

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

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

Often due to cultural and language barriers, the ELLs and their parents might not have an accurate or complete understanding of the

middle/high school application process and the unique choices available to them. Effective communication and translation is paramount to offer support to the students and parents when middle and high school applications have to be filled out. Parents must understand the application process and the choices involved. The classroom teacher and the student's ESL push-in/pull-out provider work together and play important roles in ensuring that the applications are completed and parents have a complete understanding of how to complete the applications correctly.

Every year a meeting takes place between the ESL teacher, guidance counselor, and the 8th grade ELLs. Translators are present at this meeting. The high school application process is explained in detail and students are encouraged to ask many questions. If necessary, the school can arrange for translators to assist the parents. In addition, parents are encouraged to use the translated information provided to them via the DOE website and materials. Also, teachers encourage parents to attend workshops relating to middle and high school choices and applications.

This year there will be a Title III funded parent workshop called The Middle and High School Application Process that will explain the entire process in detail with translators in the parent's native language.

3. Describe the minimum 7.5 hours of ELL training for new staff.

Please see the above question #1 in this section for this information.

E. Parental Involvement

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

1. Describe parental involvement in the school

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

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

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

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

3. How are needs of the parents evaluated?

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

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

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

In addition, the Parent Association has members that are reflective of the community as a whole. This is another channel for parents to express their needs to the school.

4. How do parental involvement activities address the needs of the parents?

Parents of ELLs have unique needs and there are specific parental involvement activities that are targeted to their needs. Due to language and cultural barriers, many do not know information about state exams, how to help prepare their children, common curriculum matters, middle school and high school application procedures, and programs available to parents of ELLs. Workshops have been designed with these thoughts in mind and presented by the bilingual parent coordinator, classroom teachers, coaches, assistant principals, and ESL teachers within the Title III program.

As mentioned earlier, a workshop was already held regarding Word Study and Word Attack Strategies. Parents of ELLs were invited to this workshop and translation was provided. There will be additional workshops in the winter and prior to testing season.

As mentioned earlier, Parents of ELLs will be invited to three Title III activities that are specifically geared to parental needs. The two workshops are called Ways to Reinforce Student Learning at Home—Even if English Is Not Spoken and The Middle and High School Application Process. Parents will also have an opportunity to attend one of the Title III After-School sessions where they will learn about the program, meet the teachers, and learn about strategies to improve the English skills of their children.

Part V: Assessment Analysis

A. Assessment Breakdown

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

Overall NYSESLAT* Proficiency Results (*LAB-R for New Admits)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	9	9	5	1	1	1	0	0	0					26
Intermediate(I)	11	11	10	2	3	4	1	1	0					43
Advanced (A)	16	23	14	8	11	9	3	3	1					88
Total	36	43	29	11	15	14	4	4	1	0	0	0	0	157

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
Listening /Speaking	B	0	4	1	1	0	0	0	0	0				
	I	7	7	0	0	1	2	0	0	0				
	A	21	25	12	2	4	5	2	3	1				
	P	12	12	18	13	20	15	10	3	4				
Reading/ Writing	B	9	9	5	1	1	1	0	0	0				

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	I	10	10	10	2	3	4	1	1	0				
	A	11	16	14	7	11	8	3	3	1				
	P	10	13	2	6	10	9	8	2	4				

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

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
3	2	0	5	0	6	0	2	0	15
4	1	0	8	0	11	0	5	0	25
5	1	0	11	0	4	0	6	0	22
6	0	0	7	0	5	0	1	0	13
7	0	0	2	0	3	0	2	0	7
8	0	0	1	0	1	0	3	0	5
NYSAA Bilingual Spe Ed									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				

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

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

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

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

1. Assessment tools used to assess early literacy skills.

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

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

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

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

2. Data patterns across proficiency levels

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

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

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

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

Strengths and weaknesses were measured for each specific modality. The data showed that beginning and intermediate students have weaknesses in all four modalities.

Advanced level students as a whole have developed satisfactory speaking and listening skills. Although individual students had different strengths and weaknesses in the four modalities, the data showed advanced and intermediate level students had more weaknesses with their reading and writing skills than with their listening and speaking skills. This is similar to last year's data.

3. How will patterns across NYSESLAT modalities affect instructional decisions?

In response to the data patterns across modalities, and a number of other indicators like ELA scores and Fountas and Pinnell benchmark reading levels, The LAP Committee has continued to make academic vocabulary development for ELLs a school wide goal this year. Teachers are requested to continue to use a variety of methods to expose students to academic vocabulary and focus on asking interesting, meaningful, thought-provoking questions. The expectation is not only to develop vocabulary, but also to foster a deeper understanding of the stories and create a habit of active thinking while reading.

To address additional weaknesses revealed by the data pattern analysis, the LAP Committee has continued to recommend Kindergarten and beginning/intermediate level ELL students in grades 1-8 be given additional opportunities in mixed-level groups during speaking and listening activities so they develop communicative proficiency as soon as possible. These are similar to last year's recommendations but are still needed. They will simultaneously be exposed to challenging activities to develop basic reading and writing skills. Classroom teachers

will continue to receive training from ESL teachers on teaching beginning level ELLs effectively and successfully incorporating ELLs into classroom curriculum and activities.

Based on the analyzed results and data patterns on the 2011 NYSESLAT exam, the LAP Committee has identified reading and writing as the weakest modalities for the intermediate and advanced ELL students in grades 1-8. This is also similar to last year's data. This data was shared with ESL teachers and all classroom teachers with ELL populations.

The LAP Committee once again has called for additional emphasis to be placed on addressing weaknesses in reading and writing skills. This renewed effort will continue to be guided and supported by the Teacher's College Reading and Writing Workshop. As described earlier in this document, this program provides student centered opportunities that specifically address reading and writing weaknesses and also provides a framework for improvement.

To further ensure weaknesses in reading and writing skills are addressed, flexible grouping will be targeted and based on individual needs. Students who are particularly weak in reading and writing will be grouped into sub-groups that concentrate on developing strong reading and writing skills. Students will be exposed to many genres and a particular emphasis will be on non-fiction.

All current lessons do contain reading and writing components, but modifications will be made to strengthen the reading and writing components within each lesson. Students will have opportunities to practice what they have been taught and demonstrate what they have learned. ELL students will participate and follow the Teacher's College Reading and Writing workshop. The presentation of the content might be modified and scaffolded as necessary to ensure understanding, but all ELLs will be actively participating. In addition, as described earlier, academic vocabulary development will be a significant component within reading and writing lessons.

All ESL and classroom teachers are familiar with the strengths and weaknesses of the students in their class. They will be expected to use the data as a tool to address these weaknesses and differentiate instruction to reflect the realities in their classroom. These recommendations will be implemented in the classroom and were used in formulating the school LAP plan.

4a. Student results and patterns across proficiencies and grades.

Some patterns became fairly evident when examining both the NYSESLAT and content area state exams. As expected, advanced level students, as a whole performed significantly better on the ELA exam when compared to beginning/intermediate level students. This year there was a higher proportion of 1's and 2's on the ELA exam than in past years. This was particularly evident in the middle school and surprising since the middle school had a relatively high proportion of ELLs scoring proficient on the NYSESLAT exam. It is understood that it was a different population of ELLs taking the ELA exam compared to year's past and it is understood that a number of these ELLs took the exam for the first time or were relatively recent admits. Taking this into account, the middle school ELLs still didn't perform as well as expected. PS/IS 206 has high academic standards and high expectations and will continue to emphasize improvement in reading comprehension skills with a goal of more progress and measurable success on the ELA.

State math scores for ELL students were significantly higher than their ELA scores. This was similar to last year's results. The school has a large Chinese and Russian ELL population. Chinese and Russian beginning/intermediate level students were helped by the use of a state translated math exam that was used side by side with the state math test in English. This is evident in their test results across all grade levels. The school did not have enough Spanish students to make similar statistical conclusions.

Since translated math exams are only provided in high instance languages, some beginning level students who did not have an opportunity to use translated exams were provided oral translations. This was successful and allowed the students to have an opportunity to perform closer to their true math levels.

4b. Periodic Assessments

Per DOE policy, PS/IS 206 has decided to opt out of the ELL Periodic Assessment for this year and all ELL students will be taking the Acuity predictives and be benchmarked according to Fountas and Pinnell.
Kindergarten through 8th grade students will take Fountas and Pinnel Assessments for Reading twice a year during October-November and April-May. They will also take Everyday Math Assessments by units according to the instructional pace.

Teachers and the school leadership will use these results to identify the individual strengths and weaknesses of students and then offer targeted differentiated instruction tailored to these particular needs.

4c. What is the school learning about ELLs from periodic assessments?

Last year's Performance Series was very useful because it showed the grade level of each particular student and the ELA and NYSESLAT results don't contain this information. As stated before, ELA and NYSESLAT scores are useful but are always lagging indicators. The Fountas and Pinnell assessments that are being given this year in grades K-8 have been useful as it is a current and ongoing indicator. Teacher's now know the reading levels of all their students at the beginning of the year. They will be able to track progress, tailor instruction, and can frame accurate expectations.

5. Does not apply

6. Describe how you evaluate the success of your programs for ELLs.

PS/IS 206 uses multiple criteria to measure the success of the ELL programs. Both the school administration and the ELL faculty maintain high expectations and standards for the ELL population. Every year ESL teachers thoroughly analyze NYSESLAT, ELA, Math, and other content area test scores to determine how successful ELLs were on these exams compared to past years. Based on this year's RLAT report, roughly 22% of the ELLs who took the 2011 NYSESLAT exam scored at a proficient level. These numbers are higher than the current city-wide average and have been higher than past citywide averages every year since the inception of the NYSESLAT exam, but they do also reflect a drop of about 4% since last year.

This was the first year that there was such a noticeably wide disparity between the higher proportion of students achieving NYSESLAT proficiency in the push-in and pull-out grades and a lower proportion achieving proficiency in the self-contained grades. This is data from one year and certainly not yet a trend. Since PS/IS 206 has such a large amount of newcomers, the relatively high NYSESLAT proficiency rates when compared to the city average are viewed as a measure of success.

In addition, the majority of the ELLs who did not achieve proficiency made measurable gains in the modalities and many moved from beginning to intermediate and from intermediate to advanced. PS/IS 206 maintains exceptionally high academic standards and the ELL teachers maintain exceptionally high standards as well. Any time there is a drop in scores, even if it is temporary, it is cause for concern and contemplation.

The second most widely used measure are ELA scores and progress on the ELA from year to year. These scores were discussed in the previous section and while PS/IS 206 is proud of the strides many ELLs have taken, and most ELLs showed progress from year to year, it is clear that not enough ELLs are on standard.

Exam scores do not always provide a full picture of the success of any particular program and PS/IS 206 has high expectations for all students. PS/IS 206 tries to use other measures to quantify success. Each ELL student is viewed individually, and like many ELLs city wide, some of them are excelling and others are struggling. Often there is a social component that is not discussed or measured when examining test data. A scared and shy new admit ELL who gains the confidence to speak out in the classroom in front of his/her peers is not measured via test scores. How well the ESL teachers, classroom teachers, and the school administration address all the needs of the ELLs is another true measure of success. Is there strong communication with the parents? Do ELLs feel comfortable in their classrooms? Is a challenging educational atmosphere that promotes language acquisition and academic development provided? Is a secure atmosphere created where ELLs feel comfortable enough to take risks and become fully involved in classroom activities? Is instruction being differentiated enough? Do the classroom teachers have enough support and training to work effectively with ELLs? Is there active articulation and planning between push-in/pull-out teachers and the classroom/content area teachers? These are issues affecting the ELL population and the ESL program on a daily basis, and only by addressing these issues effectively and comprehensively, which the ESL programs at PS/IS 206 strive to consistently and successfully do, can the ESL programs offered in the school be measured as a success. By these measures the ESL program measures itself.

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

Part VI: LAP Assurances

School Name: Joseph F. Lamb		School DBN: 22K206	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Deirdre Keyes	Principal		1/15/11
Nina Ishmael	Assistant Principal		1/15/11
Jennifer Hom	Parent Coordinator		1/15/11
Jonathon Goldman	ESL Teacher		1/15/11
	Parent		1/1/11
	Teacher/Subject Area		1/1/11
Margo Greenberg	Teacher/Subject Area		1/15/11
	Coach		1/1/01
Alfonsina Giordano	Coach		1/15/11
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

CEP Appendix 7

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

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

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

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

Part A: Needs Assessment Findings

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

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

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

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

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

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

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

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

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

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

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

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

Noteworthy Translation Tools:

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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

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

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

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

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

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

The in-house multilingual translation team consists of:

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

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: The Joseph F. Lamb School	DBN: 22K206
Cluster Leader: Jose Ruiz	Network Leader: Wendy Karp
This school is (check one): ☒conceptually consolidated (skip part E below) ☐NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ☐Before school ☒After school ☐Saturday academy ☐Other:
Total # of ELLs to be served: 120 Grades to be served by this program (check all that apply): ☒K ☒1 ☒2 ☒3 ☒4 ☒5 ☒6 ☒7 ☒8 ☐9 ☐10 ☐11 ☐12
Total # of teachers in this program: 5 # of certified ESL/Bilingual teachers: 4 # of content area teachers: 1

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:

Rationale:

Musical Drama Literacy Program:

The main component of the Title III Direct Instructional Supplemental Program will be an ESL after school program for grades K-8. All ELLS receive their mandated Part 154 ESL services during the school day. This after school instructional program will be an after school supplemental program, in addition to these services. Prior to formulating a curriculum/program, academic data, informal observations, and conversations with classroom teachers were carefully used to formulate a curriculum/program that best addresses the needs of our ELL population. The results are driven by data from a multitude of assessments such as, Fountas and Pinnell Benchmark System, NYSESLAT score yearly comparisons, current LAB-R scores, ELA item analysis, content area assessments, and duration of time as an ELL in an English language school system.

Based on data interpretation, informal observations, conference notes, and discussions with teachers with large ELL populations, a common observation has been that ELLS across all grades are already increasing their vocabulary and academic engagement through the arts. They really enjoy music, acting, and art and are comfortable in these environments. For example, we have students who happily sing out loud in English during music class but are practically silent throughout the day in their classrooms.

Our academic data does show weaknesses throughout the ELL population with academic language, vocabulary usage, and literary comprehension. Based on this data, we have decided to create a program that builds on their joy and comfort with the arts to teach effective vocabulary usage, academic language, and increase student comprehension of literature to best serve the ELL's academic needs.

This ESL Musical Drama Literacy Program is going to have students in grades K-8 with two major sub-groups, K-2 & 3-5. Select mentors from grades 6-8 will also be invited to participate actively in a leadership role with the goals of fostering independence and confidence in an academic setting. Within each sub-group we will invite our beginning and intermediate level ELL students. We will also include ELL students who are at an advanced level, but are struggling academically.

Goals/Objectives:

Our primary goals are to improve both academic and social vocabulary, encourage academic risk taking, and increase student comprehension of literature. All curriculum will be aligned to CCSS and all instruction will be appropriately scaffolded for the ELL population. A music teacher will work parallel to

a certified ESL teacher to create an original Musical Drama based on read alouds. Students will be writing songs/lyrics throughout the program and will publish a songbook to take home upon completion. Parents will be invited to the final showcase, a performance of musical drama, which is a culmination of students' musical interpretation of literature. Parental involvement is strongly encouraged. Parents will be asked to help students rehearse their scripts, act out parts at home, and volunteer with the production by creating sets or contributing music.

The music teacher and the certified ESL teachers will meet together to analyze student data, align curriculum to CCSS, plan ESL strategies, choose literature, and modify adaptations.

Students will read a variety of books and explore literary and thematic elements with the ESL teachers. Students will choose a book and begin the process of adapting the book into their own musical production. (Shared Writing) Students will create song lyrics based on the vocabulary in the story and the main idea will be the chorus.[Grade 2,CCSS Standard 11] Create and present a poem, narrative, play, art work, or personal response to a particular author or theme studied in class, with support as needed.

Students will be expected to pay close attention to characters' emotions and actions, as well as the setting, conflict, climax, and resolution. Elements of phonics, e.g. word families, will be used in context and students will use perfect rhyme to craft the lyrics in their songs. After the first draft of their writing (lyrics) students will use process writing to revise and edit their musical drama, adding more detail and descriptive language to the script. Students will also develop a word list based on emotions and behaviors found in their group's chosen book.

Materials and instruction will be aligned to the NYS CCSS for Grades K-8 in Reading, Writing, and Foundational Skills. An example is: [Grade 5, CCSS Standard 11] Create and present an original poem, narrative, play, art work, or literary critique in response to a particular author or theme studied in class.

Schedule and Duration:

There will be two major sub-groups, 3-5 and K-2, with select students from grades 6-8 in a mentor and academic leadership role. All classes will meet on Mondays and Fridays from 2:35pm – 4:05pm.

Wave I: Grades 3-5 (& 6-8 Student Mentors) /18 Sessions and 40-45 students expected total

Teachers: 3 certified ESL Teachers and 1 Music Teacher working collaboratively

Days and Times: (Mondays and Fridays from 2:35- 4:05pm)

Start Date: November 26, 2012

End Date: Friday, February 22, 2013

Group Size: 3 Groups with 12-15 students per group (*Groups are heterogeneus)

Wave II: Grades K-2 (& 6-8 Student Mentors) /29 Sessions and 75 students expected total

Part B: Direct Instruction Supplemental Program Information

Teachers: 3 certified ESL Teachers & 1 Music Teacher working collaboratively

Days and Times: (Mondays and Fridays from 2:35 - 4:05pm)

Start Date: Monday, February 25, 2013

End Date: Friday, June 21, 2013

Group Size: 25 Students in 3 Groups (*Groups are heterogeneus)

Wave I will consist of ELLS in grades 3-5 and their mentors from grades 6-8. There will be a culminating musical drama performance on February 22, 2013. There will be three licensed/certified ESL teachers. Since each session lasts for an hour and a half, the music teacher will work with all three groups every session, for a half hour each session. During this half hour, both teachers will actively participate together in the lesson and the certified ESL teacher will be present at all times. There will be time during the PD sessions for coordination and planning between the music teacher and ESL teachers.

Wave II will consist of ELLS in grades K-2 and their mentors from grades 6-8. The mentors from grades 6-8 will be the same as from Wave I. There will be a culminating musical drama performance on Friday, June 23rd, 2013. There will be the same three licensed/certified ESL teachers each in charge of a group. Since each session lasts for an hour and a half, the music teacher will work with each group every session, for a half hour each session. During this half hour, both teachers will actively participate together in the lesson and the certified ESL teacher will be present at all times. There will be time during the PD sessions for coordination and planning between the music teacher and ESL teachers.

The students from grades 6-8 will be in mentor roles with their younger peers and are also ELL students whose academic needs show they will benefit from a leadership role. Mentors are expected to gain confidence and independence from a leadership position in the school. These ELL mentors will have program duties that are aligned to grades 6-8 CCSS standards such as: Responding to Literature Standard 11b; Creating poetry, stories, plays and other literary forms. (e.g. videos, art work).

The mentors will assist in adapting the literature to lyrics, analyzing and interpreting the literature, explaining and assisting their younger peers, and reinforcing what is taught in the classroom. This will develop both academic skills and confidence at the same time

Number and Types of Certified Teachers:

There are 3 ESL teachers and one music teacher at each session. An administrator will be in the school at all times.

This Musical Drama Literacy program relies heavily on the active participation and coordination of the music teacher with the three licensed ESL teachers. All instruction and literature will be in English.

Materials:

For the Musical Drama Literacy after school program we will need recorders, composition notebooks, and grade/age appropriate literature. Each student will be keeping his/her own recorder for sanitation

purposes, and the composition notebook will be transformed into a Song Book with the students' lyrics and vocabulary words transcribed inside. Teachers will need appropriate and engaging read aloud texts, such as "Pete the Cat, I Love my White Shoes" by Eric Litwin, and other similar texts depending on age/grade/level.

After School Computer Center Access with Rosetta Stone:

Students will rotate in groups through the school's computer center and use a Rosetta Stone English Language Learning software program to enhance their skills in various literacy components.

*Costs for Rosetta Stone licenses will not be taken from the direct instruction portion of the Title III allocation. The license costs will be taken from the materials percentage of the Title III allocation. It is understood that direct instruction should account for at least 65 percent of the total Title III allocation and efforts have been made to ensure any purchases of licenses will fit under these guidelines.

After School Computer Center Access times:

Mondays and Fridays: 2:35pm-4:05pm,

Tuesdays and Fridays during extended day: 2:30pm-3:20pm

There are 18 fixed computers in the computer center and additional laptops available.

One Licensed ESL teacher present at all times

Group composition: 10-15 ELLS from all stages of language acquisition and from all grade levels (K-8)

Students at all grade levels and at all stages of language acquisition will have a self-paced interactive opportunity to enhance their English langauge skills. A large portion of the ELL population in grades K-8 are already attending extended day on Tuesday and Thursday afternoons from 2:30-3:20pm. The computer lab will be open for extended day ELL students every Tuesday and Thursday afternoon from 2:30-3:20pm so they can access Rosetta Sone. A licensed ESL teacher will be on site to assist, guide, and facilitate. ELL students already attending the Musical Drama Literacy after school program will also have access to the Rosetta Stone licenses in the computer center on Mondays and Fridays from 2:35pm-4:05pm. There are 18 fixed computers available for use and additional laptops available. The licensed ESL teacher will be paid per session on Mondays and Fridays and will not be paid per session on Tuesdays and Thursdays as these times are during the extended day session when all teachers are

Part B: Direct Instruction Supplemental Program Information

normally in school.

ELL students will have their own passwords and they can work at their own pace. Assessments are built into the computer program so students can work on their individual levels and continue to move ahead when ready. Based on the assessments, the licensed ESL teacher will know what level of assistance to provide. The program provides instruction in reading, writing, listening and speaking. If a student is weak in a particular modality, he or she will have an opportunity for additional interactive instructional practice to improve. If the student has weaknesses in all modalities, he or she can address these weaknesses as well.

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:

After School Musical Drama Program

All teachers involved in the Title III Musical Drama Literacy program will receive support and training. They will be knowledgeable of research based methods of learning English through music and adapting literature into Musical Drama.

There will be two PD sessions prior to the beginning of the program. As the music teacher will be team-teaching with all three groups, all teachers need to work together, align instruction, and plan effectively. There will be time built in during the second half of each PD session for this. All PD sessions will be facilitated by certified ESL Teachers working within the Title III program, or by the music teacher in conjunction with a certified ESL Teacher.

Here is the planned PD Schedule:

Session I - November 16, 2012 - Using Music to Develop Vocabulary Skills/Teacher Coordination and Planning

Session II - November 19, 2012 - Adopting Literature into Musical Drama/ Teacher Coordination and Planning

Part C: Professional Development

Session III - November 27, 2012 - Creating Lyrics and Songs Based on Read Alouds/ Teacher Coordination and Planning

Session IV - December 12, 2012 - Aligning ESL Curriculum to the CCSS/ Teacher Coordination and Planning

Session V - January 16, 2013 - ELL Strategies in Literacy/ Teacher Coordination and Planning

Session VI - February 13, 2013 - Early Childhood ELLS and Vocabulary Development in Academic Settings/ Teacher Coordination and Planning

Session VII - February 27, 2013 - Creating a Climate that Facilitates Academic Risk with ELLS/ Teacher Coordination and Planning

Session VIII - March 13, 2013 - Using Vocabulary Effectively to Create Lyrics, Songs and Musical Drama/ Teacher Coordination and Planning

Session VIIII - April 17, 2013 - Best Practices and New Research in Ways to Teach English through Music and Drama/ Teacher Coordination and Planning

Session X - May 15, 2013 - Putting Together a Songbook and Using Lyrics in Context/ Teacher Coordination and Planning

Session XI - June 12, 2013 - Measuring Academic Growth Through the Arts/ Teacher Coordination and Planning.

After School Computer Center Access with Rosetta Stone:

The licensed ESL teacher will access the Rosetta Stone Program first and receive detailed computer based training to thoroughly understand the program. He/she will then continue to access the program to ensure he/she is aware of any updates or any new training opportunities. He/she will also consult with the classroom teachers, ESL teachers, and extended day teachers who are working with the same ELL population to learn about the current needs of the students. The licensed ESL teacher will also have access to all educational data so the students can begin at an appropriate level.

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

Part D: Parental Engagement Activities

Begin description here:

After School Computer Center Access with Rosetta Stone:

In addition to the ELL student population, the computer lab will also be open to parents/guardians of ELLS so they too can access the Rosetta Stone Program. The computer lab will be open for parents/guardians on Monday and Friday afternoons from 2:30-3:20pm. The same licensed ESL teacher already present and working with the students will be on site. ELLS attending the Monday and Friday Musical Drama Literacy program can accompany their parents/guardians and they can access Rosetta Stone together. There are 18 fixed computers in the computer center and additional laptops available.

Parents have expressed interest in learning English and many would like to be more intimately involved in their child's education. Often there is a financial component that makes it difficult to order their own computer based program. This will allow the parents/guardians unable to afford a similar program to learn English at their own pace and they will have the guidance and assistance of the licensed ESL teacher as well. This will benefit the entire family, including our ELLS who do better when more English is spoken at home.

Student Performances of Musical Drama:

As discussed earlier, there will be two afternoon student performances of Musical Drama as culminating activities. As the students prepare for this performance, there will be a number of activities to help get parents/guardians involved at home. For example, students will be expected to rehearse in front of their parents for fluency. Song books will be created and parents will be asked to to help their children rehearse lyrics/scripts and help their children with 1-1 tracking of words in English if they are able. It is hoped parents/relatives/guardians will attend the performance, and parents will be asked to assist with props, scenery, and volunteer in general with the production of the performance.

Parent Workshops:

A wide variety of workshops with alternating themes are offered at the school. Parents/guardians of ELLS are invited to all workshops and encouraged to attend. The bilingual parent coordinator, Ms. Jennifer Hom, is present along with additional translators from the school's translation team. The school's translation unit is used where parents have an individual earpiece and hear simultaneous translations of the workshop by the school's translators.

Scheduled Parent Workshops:

* These are not funded through Title III.

All workshops begin at 9:15 except the high school application process which was an evening workshop.

2012-2013 PS/IS 206 Parent Workshops:

9/12 Open Houses/Classrooms throughout the school/ conducted by each classroom teacher
10/5/12 How to help your child improve the quality of their writing? Nina Ishmael and Ali Giordano
10/23/12 High School application process Liz O'Sullivan
11/2 and 11/12 Communication Workshop - How to communicate with your children? Mr. Fadden,

Part D: Parental Engagement Activities
posponed due to storm 11/26/12 What your child is learning in Pre-K. Connie Stangarone 12/7/12 Internet Safety- How to keep your child safe from the internet? Victor Rosario 1/4/12 Math workshop 2/1/13 ELA test prep 3/1/3 TBD 4/5/13 TBD 5/3/13 Bike safety .

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) • Per session • Per diem		
Purchased services • High quality staff and curriculum development contracts.		
Supplies and materials • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		