



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# 2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME:** JOSE CELSO BARBOSA

DBN : 04M206

PRINCIPAL: CAMILLE FORBES

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SUPERINTENDENT: LUZ CORTAZZO



**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
Camille Forbes	*Principal or Designee	
Victor Diaz	*UFT Chapter Leader or Designee	
Cristina Alcivar	*PA/PTA President or Designated Co-President	
Wanda Rosado	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Victor Santos	Member/Teacher	
Mayra Acosta	Member/Teacher	
Mildred Milligan	Member/Parent	
Lynne Rivera	Member/Parent	
Rosanna Torres	Member/Parent	
Cynthia Cherry	Member/Parent	
	Member/	

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

## ANNUAL GOAL #1 AND ACTION PLAN

### **Annual Goal #1**

By June 2013, all students including ELLs and SWDs, will demonstrate progress toward achieving State standards as measured by a 5% increase in students scoring levels 3 & 4 and a 5% decrease of students scoring level 1 on the NYS ELA Assessment.

### **Comprehensive needs assessment**

The major concern at PS 206 is the low academic achievement of many of its students in ELA as measured by the New York State exam, 34% of the children scored levels 3 and 4 on the 2012 ELA exam.

#### ELA State Exam Results (2011-2012)

- 16 % of students in grades 3 – 6 scored level 1
- 50 % of students in grades 3 – 6 scored level 2
- 32 % of students in grades 3 - 6 scored level 3
- 2 % of students in grades 3 – 6 scored level 4

- Based on the 2011-2012 Quality Review, the school received a rating of Proficient, What the school need to improve are the following:
  - Formalize the way by which individual teachers collect and organize rubric-driven and anecdotal data to develop a cohesive school-wide grading policy.
  - Formalize periodic check-ins, focused specifically on systems for reflecting on performance data, organization, and performance report dissemination, so that structures are evaluated and revised in a timely fashion.
  - Standardize support for teacher growth by providing frequent feedback and next steps, using a research-based framework.
  - Expand the good practices of grade-level teams to make more persistent the strategies they are developing and embed mechanisms for their ongoing reflections.

### **Instructional strategies/activities**

In order to ensure that all students, including ELLs and SWDs to demonstrate progress toward achieving State standards as measured by a 5% increase in students scoring levels 3 & 4 and a 5% decrease of students scoring on level 1 on the NYS ELA Assessment, the following instructional strategies/activities will be implemented from September 2012 – June 2013:

- The Principal and Assistant Principal will conduct frequent classroom observations of teachers during instructional times (including Saturday Academy, before and after-school programs) and provide actionable feedback to teachers to strengthen teachers' practices.
- The Principal and Assistant Principal will utilize the 3 targeted Priority Competencies from the Charlotte Danielson **Framework for Teaching** and the 4 highlighted and targeted teacher/classroom practices from the school's **Coherent Set of Beliefs About How Students Learn Best** (aligned to 2012-2013 Quality Review Statements) for classroom observations, informal observations, and snapshots of instruction. The framework will inform pre-observation and post observation conferences.
- All ELA, Math, Science, and Social Studies teachers will effectively plan, revise, and implement at least two (2) non-fiction, content-based Common Core aligned and well-sequenced units of instruction, including scaffolded daily lessons, with formative assessments embedded throughout the units and culminating with summative assessments at the end of the units.
- A research-based rubric for observations, pre and post observation conferences, and professional goal setting by teachers will be used.
- Teachers will establish and monitor professional goals, in collaboration with the Principal and Assistant Principal, which will include improved student outcomes, particularly progress in literacy.

- Teachers' Conference Binders will be collected on a regular basis and reviewed by supervisors to ensure that differentiated instructional strategies are being taught, based upon the needs of individual students. Feedback will be provided to teachers, based on these reviews.
- Lesson plans will be collected and reviewed by supervisors to ensure that differentiated strategies are being planned, based on available data reflecting the individual needs of students. Feedback will be provided to teachers, based on these reviews.
- Monthly Professional Development sessions will be held with each grade level in the areas of reading and writing that support the teachers in building content knowledge and identifying ways to differentiate to meet the needs of the children in their classrooms.
- Grade level planning meeting takes place on a weekly basis.
- Teachers will meet weekly to plan, use protocols to discuss and analyze student work (using Common Core Learning Standards aligned Rubrics) and use the results from assessments to make classroom level curricular and instructional decisions.
- The support staff members are viewed as literacy teachers and have incorporated writing that is aligned to the Common Core Learning Standards into the work that they do with the children.
- Teachers will establish and monitor professional goals, in collaboration with the Principal and Assistant Principal, which will include improved student outcomes, particularly progress in literacy.
- Third grade teachers, and fourth grade self-contained and ICT teachers are receiving year-long PD in Guided Reading by Literacy Support Consultant (Oct –June)
- Level 1 and 2 students receive one-on-one tutoring using small group instruction (provided by City Year staff) (Oct – June)
- WILSON is provided to the children who have been identified as needing that support by a trained teacher (IEP and At-risk students)
- Identified self-contained 4<sup>th</sup> grade class receives at-risk WILSON instruction on a weekly basis by a trained teacher
- Before school intervention is provided for the students who scored levels 3 and 4 in grades 3 - 7 with qualified teachers selected strategically to meet the needs of the students. (Jan. – May)
- After-school intervention – Achieve 3000 - is provided for grade 6 and 7 students with qualified teachers selected strategically to meet the needs of the students. (Jan. – May)
- Saturday Academy intervention is provided for the 3<sup>rd</sup> – 7<sup>th</sup> grade students with qualified teachers selected strategically to meet the needs of the students. (Jan. – May)
- Small group intervention for 3<sup>rd</sup> grade students during the day (Focus: Guided Reading) (Sept. – June)
- Achieve 3000 instruction in identified classrooms – grades 3 - 7
- Increasing time dedicated to independent reading with each child being expected to read a minimum of 45 minutes in school each day during the independent reading block to accelerate their learning with teacher feedback (Sept. – June)
- Teachers setting goals with students and monitoring these goals with the children using the Fountas & Pinnell reading assessment checklist.
- School-wide expectations in terms of the number of books that must be read across the week depending on the level that the child is reading
- School-wide stamina expectations in terms of amount of reading and writing that needs to be happening based on grade level
- Use of Quantitative data from Instructionally Targeted Assessments, Predictive Assessments, Performance-Based data, to assist in goal setting and planning for 2012-2013
- Unified Core curriculum in Balanced Literacy, Everyday Math, Science and Social Studies (3rd-7th grade)
- Professional Development Opportunity Initiatives (Teacher's College, school wide coaching and mentoring)
- Teachers deepening content knowledge in literacy, mathematics, science and social studies
- Budget for Professional Development, supplies and materials to support instructional shifts in Literacy, Math, Science, Social Studies and the Arts.
- Support systems: Academic Intervention Supports and Programs, Dean, SAVE room teacher, Coach, Support Staff
- After school programs and Community-Based Partnerships (Healthy Schools Healthy Families/CHALK, City Year, Bronx Council for the Arts)
- City Year Grant- Youth workers who work during the school day on one-on-one intervention using Great Leaps, Organize play during recess, run an after school program with homework help and recreational activities as well as Positive Self-Esteem program (STARFISH) and Bringing Books to Life and support in integrating service learning
- Attendance and Virtue of the Month activities, achievement building events, Recognition of parents who support student attendance, parent/attendance monthly meetings.

- Enrichment programs in the Arts such as a Music & Movement, Yoga, Ballroom dancing, Studio-in-a-School during the day program
- ELL Afterschool Program for students in grades 3 – 7
- Progress reports to parents (Oct, Jan & May)
- Afterschool instructional programs for targeted individualized and small group instruction and extended day learning, including 37.5 minutes of targeted instruction.
- COSA grant- Bronx Council for the Arts - bringing music and art to the school through after school enrichment programs in violin & clarinet music classes.
- Afterschool clubs in drama, chess in-the-school; Art, Book Club, Newspaper/Journalism, Board Games, Healthy Cooking, Photography, Sewing, Math Games
- Afterschool Homework Help for students provided by on-staff teachers and assisted by City Year Volunteers
- Increased awareness of nutrition and health issues among staff and students which are supported by Healthy Schools Healthy Families Program (C.B.O.) Gold Award Recipient for exceeding standardized criteria in physical activity and overall implementation of School-wide
- Healthy Snack Policy
- Breakfast in the Classrooms
- Study Groups in Differentiated Instruction for Learning to Teach Second Language Learners,
- SBO approval to use 40 minute block of extended day for teacher teams to meet and look at data and student work to improve performance of struggling students who fell within the bottom third of the city in reading and math 2011-2012
- Implementation of effective strategies for working with disruptive and disengaged students to support their social-emotional needs

**Strategies to increase parental involvement**

- Holding an annual Title I Parent Curriculum Conference and Parent Orientation night at conveniently-scheduled times for parents
- 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
- Encouraging more parents to become trained school volunteers
- Providing progress reports to parents and families about the implementation of the Common Core Learning Standards and Performance Units and Tasks and how their children are performing under these higher standards
- 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 possible in the languages that parents can understand
- Connecting parental participation in at least 6 school events throughout the year with student enrichment activities (including but not limited to Parent Teacher conferences; Curriculum night; Class trips)

**Budget and resources alignment**

- Indicate your school's Title I status: x  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    x \_\_\_\_\_ Title IIA    x \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    x \_\_\_\_\_ Other

If other is selected describe here:

**Budget and resources alignment**

- TCRWP staff developers-17 days – Title I 10% HQ

- TC Calendar Days- Title 1 10% HQ
- PD Consultants – Title I 5% HQ
- Literacy Coach –FSF
- Guided Reading Staff Developer - Contract for Excellence
- Principal & A.P.- FSF/Title I
- Teacher Salaries-FSF/Title I/ASD TL/Title IIA supplement
- Supplies Source: Title I, FSF, C4E, Title III, Title IIA, Title I
- Network Leader (Children’s First)
- Materials, supplies - FSF
- After school Program for ELL’s- Title III
- After school and before school programs – Title IIA & C4E
- Resources & Materials for After school and before school programs – Title IIA
- Homework Help and Enrichment Afterschool Programs: FSF, C4E; Title IIA
- Hardware, Software, library, Textbooks – FSF/NYSTL
- Per diem substitutes for coverage to attend PD/trainings – C4E

**Service and program coordination**

- Service Learning Projects are incorporated throughout the year (Ex: Penny Harvest & School Community Service )
- City Year – Leadership Program (Starfish); Literacy & Math Support (Great Leaps; Everyday Math Intervention); Penny Harvest
- Respect for All (including bullying intervention)
- Healthy Schools/Healthy Families (Physical Activities/Programs; Farms for City Kids)
- WEDIKO (Behavioral Intervention & PBIS Support)

## ANNUAL GOAL #2 AND ACTION PLAN

### **Annual Goal #2**

By June 2013, all students including ELLs and SWDs will demonstrate progress toward achieving State standards as measured by a 5% increase in students scoring levels 3 & 4 and a 5% decrease of students scoring level 1 on the NYS Math Assessment.

### **Comprehensive needs assessment**

The major concern at PS 206 is the low academic achievement of many of its students in Math as measured by the New York State exam, 37% of the children scored levels 1 and 2 on the 2012 Math exam.

### **Math State Exam Results (2011-2012)**

5 % of students in grades 3 – 6 scored level 1  
32 % of students in grades 3 – 6 scored level 2  
46 % of students in grades 3 - 6 scored level 3  
17 % of students in grades 3 – 6 scored level 4

- Based on the 2011-2012 Quality Review, the school received a rating of Proficient, What the school need to improve are the following:
  - Formalize the way by which individual teachers collect and organize rubric-driven and anecdotal data to develop a cohesive school-wide grading policy.
  - Formalize periodic check-ins, focused specifically on systems for reflecting on performance data, organization, and performance report dissemination, so that structures are evaluated and revised in a timely fashion.
  - Standardize support for teacher growth by providing frequent feedback and next steps, using a research-based framework.
  - Expand the good practices of grade-level teams to make more persistent the strategies they are developing and embed mechanisms for their ongoing reflections.

### **Instructional strategies/activities**

In order to ensure that all students, including ELLs and SWDs to demonstrate progress toward achieving State standards as measured by a 5% increase in students scoring levels 3 & 4 and a 5% decrease of students scoring level 1 on the NYS Math Assessment, the following instructional strategies/activities will be implemented from September 2012 – June 2013:

- The Principal and Assistant Principal will conduct frequent classroom observations of teachers during instructional times(including Saturday Academy, before and after-school programs) and provide actionable feedback to teachers to strengthen teachers' practices, A research-based rubric for observations, pre and post observation conferences, and professional goal setting by teachers will be used.
- The Principal and Assistant Principal will utilize the 3 targeted Priority Competencies from the Charlotte Danielson **Framework for Teaching** and the 4 highlighted and targeted teacher/classroom practices from the school's **Coherent Set of Beliefs About How Students Learn Best** (aligned to 2012-2013 Quality Review Statements) for classroom observations, informal observations, and snapshots of instruction. The framework will inform pre-observation and post observation conferences.
- All ELA, Math, Science, and Social Studies teachers will effectively plan, revise, and implement at least two (2) non-fiction, content-based Common Core

aligned and well-sequenced units of instruction, including scaffolded daily lessons, with formative assessments embedded throughout the units and culminating with summative assessments at the end of the units.

- Teachers will establish and monitor professional goals, in collaboration with the Principal and Assistant Principal, which will include improved student outcomes, particularly progress in literacy.
- Teachers' Conference Binders will be collected on a regular basis and reviewed by supervisors to ensure that differentiated instructional strategies are being taught, based upon the needs of individual students. Feedback will be provided to teachers, based on these reviews.
- Lesson plans will be collected and reviewed by supervisors to ensure that differentiated strategies are being planned, based on available data reflecting the individual needs of students. Feedback will be provided to teachers, based on these reviews.
- Monthly Professional Development sessions will be held with each grade level in the areas of reading and writing that support the teachers in building content knowledge and identifying ways to differentiate to meet the needs of the children in their classrooms.
- Grade level planning meetings that take place on a weekly basis.
- Teachers will meet weekly to plan, use protocols to discuss and analyze student work (using Common Core Learning Standards aligned Rubrics) and use the results from assessments to make classroom level curricular and instructional decisions.
- The support staff members are viewed as literacy teachers and have incorporated reading and writing that is aligned to the Common Core Learning Standards into the work that they do with the children. This will help to increase the comprehension level of all students in the building.
- Teachers will establish and monitor professional goals, in collaboration with the Principal and Assistant Principal, which will include improved student outcomes, particularly progress in literacy.
- Teachers in grades 3 – 6 are receiving year-long PD in Guided Reading by Literacy Support consultant (Sept –June)
- Level 1 and 2 students receive one-on-one tutoring using small group instruction (provided by City Year staff) (Oct – June)
- WILSON is provided to the children who have been identified as needing that support (IEP and At-risk students)
- AIS Math teacher works with children who scored levels 1 and 2 on the exam in grades 4 - 7
- Identified self-contained 4th grade class receives at-risk WILSON instruction on a weekly basis
- Before school intervention is provided for the students who scored levels 3 and 4 in grades 4 and 5 with qualified teachers selected strategically to meet the needs of the students (Jan. – May)
- After-school intervention – Achieve 3000 - is provided for the 6<sup>th</sup> and 7<sup>th</sup> grade students with qualified teachers selected strategically to meet the needs of the students (Jan – May)
- Saturday Academy intervention is provided for the 4th and 5th grade students with qualified teachers selected strategically to meet the needs of the students (Jan. – May)
- Small group intervention for students in grades 3 – 7 during the day (Focus: Math AIS intervention strategies) (Nov – June)
- Use of Quantitative data from Instructionally Targeted Assessments, Predictive Assessments, Performance-Based data, to assist in goal setting and planning for 2011-2012
- Unified Core curriculum in Balanced Literacy, Everyday Math, and Science (3rd-7th grade)
- Teachers will include instructional activities on math language and vocabulary in order to improve and deepen children's mathematical logical reasoning.
- Parent Coordinator will encourage parents to attend monthly math workshops so that they can effectively support their children's mathematical work at home.
- Weekly after school Tutoring and Homework Support in collaboration with City Year
- Volunteers and school staff will provide additional opportunities for student learning.
- Teachers will participate in test-taking of past grade level math exams to identify the content, skills and knowledge students need to think about and use.
- Mentoring for new teachers
- Support from the Math Network liaison
- Teachers deepening content knowledge in mathematics and science
- Budget for Professional Development, supplies and materials to support instructional shifts in Literacy, Math, Science,
- Support systems: Academic Intervention Supports and Programs, Dean, SAVE room teacher, Coach, Support Staff
- After school programs and Community-Based Partnerships (Healthy Schools Healthy Families/CHALK, City Year, Bronx Council for the Arts)

- City Year Grant- Youth workers who work during the school day on one-on-one intervention using Everyday Math, Organize play during recess, run an after school program with homework help and recreational activities as well as Positive Self-Esteem program (STARFISH) and Bringing Books to Life and support in integrating service learning
- Attendance and Virtue of the Month activities, achievement building events, Recognition of parents who support student attendance, parent/attendance monthly meetings.
- Enrichment programs in the Arts such as a Music & Movement, Yoga, Stepping, Ballroom dancing, Studio-in-a-School during the day program
- ELL Afterschool Program for students in grades 3 – 7
- Progress reports to parents (Oct, Jan & May)
- Afterschool instructional programs for targeted individualized and small group instruction and extended day learning, including 37.5 minutes of targeted instruction.
- COSA grant- Bronx Council for the Arts bringing music and art to the school through after school enrichment programs in violin & clarinet music classes.
- Afterschool clubs in drama, chess in-the-school; Art, Book Club, Newspaper/Journalism, Board Games, Healthy Cooking, Photography, Sewing, Math Games
- Afterschool Homework Help for students provided by on-staff teachers and assisted by City Year Volunteers
- Increased awareness of nutrition and health issues among staff and students which are supported by Healthy Schools Healthy Families Program (C.B.O.) Gold Award Recipient for exceeding standardized criteria in physical activity and overall implementation of School-wide
- Healthy Snack Policy
- Breakfast in the Classrooms
- Study Groups in Differentiated Instruction for Learning to Teach Second Language Learners,
- SBO approval to use 40 minute block of extended day for teacher teams to meet and look at data and student work to improve performance of struggling students who fell within the bottom third of the city in reading and math 2011-2012
- Implementation of effective strategies for working with disruptive and disengaged students to support their social-emotional needs

**Strategies to increase parental involvement**

- Holding an annual Title I Parent Curriculum Conference and Parent Orientation night at conveniently scheduled times for parents
- 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
- Encouraging more parents to become trained school volunteers
- Providing progress reports to parents and families about the implementation of the Common Core Learning Standards and Performance Units and Tasks and how their children are performing under these higher standards
- 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
- Connecting parental participation in at least 6 school events throughout the year with student enrichment activities (including, but not limited to Parent Teacher conferences; Curriculum night; Class trips)

**Budget and resources alignment**

- Indicate your school's Title I status: x  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      x   Title IIA      x   Title III    \_\_\_\_\_ Grants      x   Other

If other is selected describe here:

TCRWP staff developers-17 days – Title I 10% HQ

- TC Calendar Days- Title 1 10% HQ
- PD Consultants – Title I 5% HQ
- Literacy Coach –FSF
- Guided Reading Staff Developer - Contract for Excellence
- Principal & A.P.- FSF/Title I
- Teacher Salaries-FSF/Title I/ASD TL/Title IIA supplement
- Supplies Source: Title I, FSF, C4E, Title III, Title IIA, Title I
- Network Leader (Children's First)
- Materials, supplies – FSF
- After school Program for ELL's- Title III
- After school and before school intervention programs – C4E, Title IIA
- Homework Help and Enrichment Afterschool Programs: FSF, C4E; Title IIA
- Afterschool & Before school Materials/Resources: Title IIA
- Hardware, Software, library, Textbooks – FSF/NYSTL
- Per diem substitutes for coverage to attend PD/trainings – C4E

**Service and program coordination**

- Literacy resources support vocabulary development and academic language acquisition in all content areas
- Service Learning Projects are incorporated throughout the year (Ex: Penny Harvest & School Community Service )
- City Year – Leadership Program (Starfish); Literacy & Math Support (Everyday Math Intervention); Penny Harvest
- Respect for All (including bullying intervention)
- Healthy Schools/Healthy Families (Nutrition Workshops; Physical Activities/Programs; City Farms for City Kids)
- WEDIKO (Behavioral Intervention & PBIS Support)

## ANNUAL GOAL #3 AND ACTION PLAN

### **Annual Goal #3**

By June 2013, 10% of our 145 students with disabilities will demonstrate progress towards achieving State Standards by moving .5 proficiency rating points as measured by the ELA state exams.

### **Comprehensive needs assessment**

The major concern at PS 206 is the low academic achievement of many of its students with disabilities in ELA as measured by the New York State exam,

84.6% of the children scored levels 1 and 2 on the 2012 ELA exam.

31% of students with disabilities in grades 3 – 6 scored level 1

53.6% of students with disabilities in grades 3 – 6 scored level 2

- Based on the 2011-2012 Quality Review, the school received a rating of Proficient, What the school need to improve are the following:
  - Formalize the way by which individual teachers collect and organize rubric-driven and anecdotal data to develop a cohesive school-wide grading policy.
  - Formalize periodic check-ins, focused specifically on systems for reflecting on performance data, organization, and performance report dissemination, so that structures are evaluated and revised in a timely fashion.
  - Standardize support for teacher growth by providing frequent feedback and next steps, using a research-based framework.
  - Expand the good practices of grade-level teams to make more persistent the strategies they are developing and embed mechanisms for their ongoing reflections.

### **Instructional strategies/activities**

In order to ensure that by June 2013, 10% of our 145 students with disabilities will demonstrate progress towards achieving State Standards by moving .5 proficiency rating points as measured by the ELA state exams, the following instructional strategies/activities will be implemented from Sept 2012 – June 2013:

- The Principal and Assistant Principal will conduct frequent classroom observations of teachers during instructional times(including Saturday Academy, before and after-school programs) and provide actionable feedback to teachers to strengthen teachers' practices, A research-based rubric for observations, pre and post observation conferences, and professional goal setting by teachers will be used.
- The Principal and Assistant Principal will utilize the 3 targeted Priority Competencies from the Charlotte Danielson **Framework for Teaching** and the 4 highlighted and targeted teacher/classroom practices from the school's **Coherent Set of Beliefs About How Students Learn Best** (aligned to 2012-2013 Quality Review Statements) for classroom observations, informal observations, and snapshots of instruction. The framework will inform pre-observation and post observation conferences.
- All ELA, Math, Science, and Social Studies teachers will effectively plan, revise, and implement at least two (2) non-fiction, content-based Common Core aligned and well-sequenced units of instruction, including scaffolded daily lessons, with formative assessments embedded throughout the units and culminating with summative assessments at the end of the units.
- Teachers will establish and monitor professional goals, in collaboration with the Principal and Assistant Principal, which will include improved student outcomes, particularly progress in literacy.
- Teachers' Conference Binders will be collected on a regular basis and reviewed by supervisors to ensure that differentiated instructional strategies are

being taught, based upon the needs of individual students. Feedback will be provided to teachers, based on these reviews.

- Lesson plans will be collected and reviewed by supervisors to ensure that differentiated strategies are being planned, based on available data reflecting the individual needs of students. Feedback will be provided to teachers, based on these reviews.
- Monthly Professional Development sessions will be held with each grade level in the areas of reading and writing that supports the teacher in building content knowledge and identifying ways to differentiate to meet the needs of the children in their classrooms.
- Grade level planning occurs on a weekly basis.
- Teachers will meet weekly to plan, use protocols to discuss and analyze student work (using Common Core Learning Standards aligned Rubrics) and use the results from assessments to make classroom level curricular and instructional decisions.
- The support staff members are viewed as literacy teachers and have incorporated writing that is aligned to the Common Core Learning Standards into the work that they do with the children.
- Teachers will establish and monitor professional goals, in collaboration with the Principal and Assistant Principal, which will include improved student outcomes, particularly progress in literacy.
- Teachers in grades 3 – 6 are receiving year-long PD in Guided Reading by Literacy Support consultant (Sept–June)
- Level 1 and 2 students receive one-on-one tutoring using small group instruction (provided by City Year staff) (Sept. – June)
- WILSON is provided to the children who have been identified as needing that support by trained teacher (IEP and At-risk students)
- Identified self-contained 4th grade class receives at-risk WILSON instruction on a weekly basis by trained teacher
- Before school intervention is provided for the students who scored levels 3 and 4 in grades 4 and 5 with qualified teachers selected strategically to meet the needs of the students. (Jan. – May)
- After-school intervention/Achieve 3000 is provided for grade 6 and 7 students with qualified teachers selected strategically to meet the needs of the students. (Jan. – May)
- Saturday Academy intervention is provided for the 4th and 5th grade students with qualified teachers selected strategically to meet the needs of the students. (Jan. – May)
- Small group intervention for 3rd and 4<sup>th</sup> grade self-contained and ICT students during the day (Focus: Guided Reading) (Sept. – June)
- Increasing time dedicated to independent reading, with each child being expected to read a minimum of 45 minutes in school each day during the independent reading block to accelerate their learning with teacher feedback. (Sept. – June)
- Teachers setting goals with students and monitoring these goals with the children using the Fountas & Pinnell reading assessment checklist.
- School-wide expectations in terms of the number of books that must be read across the week depending on the level that the child is reading
- School-wide stamina expectations in terms of amount of reading and writing that needs to be happening based on grade level
- Use of Quantitative data from Instructionally Targeted Assessments, Predictive Assessments, Performance-Based data, to assist in goal setting and planning for 2012-2013
- Unified Core curriculum in Balanced Literacy, Everyday Math, Science and Social Studies (3rd-7th grade)
- Professional Development Opportunity Initiatives (Teacher's College, school wide coaching and mentoring )
- Teachers deepening content knowledge in literacy, mathematics, science and social studies
- Teachers deepening their knowledge in special education strategies and supports
- Monthly Special Education Team Meetings (Nov – June)
- Budget for Professional Development, supplies and materials to support instructional shifts in Literacy, Math, Science, Social Studies and the Arts.
- Support systems: Academic Intervention Supports and Programs, Dean, SAVE room teacher, Coach, Support Staff
- After school programs and Community-Based Partnerships (Healthy Schools Healthy Families/CHALK, City Year, Bronx Council for the Arts)
- City Year Grant- Youth workers who work during the school day on one-on-one intervention, Organize play during recess, run an after school program with homework help and recreational activities as well as Positive Self-Esteem program (STARFISH) and Bringing Books to Life and support in integrating service learning
- Attendance and Virtue of the Month activities, achievement building events, Recognition of parents who support student attendance, parent/attendance monthly meetings.
- Enrichment programs in the Arts such as a Music & Movement, Yoga, Stepping, Ballroom dancing, Studio-in-a-School during the day program

- ELL Afterschool Program for students in grades 3 – 7
- Progress reports to parents (Oct, Jan & May)
- Afterschool instructional programs for targeted individualized and small group instruction and extended day learning, including 37.5 minutes of targeted instruction.
- COSA grant- Bronx Council for the Arts bringing music and art to the school through after school enrichment programs in violin & clarinet music classes.
- Afterschool clubs in drama, chess in-the-school; Art, Book Club, Newspaper/Journalism, Board Games, Healthy Cooking, Photography, Sewing, Math Games
- Afterschool Homework Help for students provided by on-staff teachers and assisted by City Year Volunteers
- Increased awareness of nutrition and health issues among staff and students which are supported by Healthy Schools Healthy Families Program/CHALK (C.B.O.) Gold Award Recipient for exceeding standardized criteria in physical activity and overall implementation of School-wide
- Healthy Snack Policy.
- Breakfast in the Classrooms
- Study Groups in Differentiated Instruction for Learning to Teach Second Language Learners,
- SBO approval to use 40 minute block of extended day for teacher teams to meet and look at data and student work to improve performance of struggling students who fell within the bottom third of the city in reading and math 2011-2012
- Implementation of effective strategies for working with disruptive and disengaged students to support their social-emotional needs
- WEDIKO – behavioral intervention supports & PBIS implementation

**Strategies to increase parental involvement**

- Holding an annual Title I Parent Curriculum Conference and Parent Orientation night at conveniently scheduled times for parents
- 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
- Encouraging more parents to become trained school volunteers
- Providing progress reports to parents and families about the implementation of the Common Core Learning Standards and Performance Units and Tasks and how their children are performing under these higher standards
- 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

Connecting parental participation in at least 6 school events throughout the year with student enrichment activities (including but not limited to Parent Teacher conferences; Curriculum night; Class trips)

**Budget and resources alignment**

- Indicate your school’s Title I status: x  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      x   Title IIA      x   Title III    \_\_\_\_\_ Grants      x   Other

If other is selected describe here:

- TCRWP staff developers-17 days – Title I 10% HQ
- TC Calendar Days- Title 1 10% HQ
- PD Consultants – Title I 5% HQ
- Literacy Coach –FSF

- Guided Reading Staff Developer - Contract for Excellence
- Principal & A.P.- FSF/Title I
- Teacher Salaries-FSF/Title I/ASD TL/Title IIA supplement
- Supplies Source: Title I, FSF, C4E, Title III, Title IIA, Title I
- Network Leader (Children's First)
- Materials, supplies – FSF
- After school Program for ELL's- Title III
- After school and before school intervention programs – C4E, Title IIA
- Homework Help and Enrichment Afterschool Programs: FSF, C4E; Title IIA
- Afterschool & Before school Materials/Resources: Title IIA
- Hardware, Software, library, Textbooks – FSF/NYSTL
- Per diem substitutes for coverage to attend PD/trainings – C4E

**Service and program coordination**

- Service Learning Projects are incorporated throughout the year (Ex: Penny Harvest & School Community Service )
- City Year – Leadership Program (Starfish); Literacy & Math Support ( Everyday Math Intervention); Penny Harvest
- Respect for All (including bullying intervention)
- Healthy Schools/Healthy Families (Nutrition Workshops; Physical Activities/Programs; Farms for City Kids)
- WEDIKO (Behavioral Intervention & PBIS Support)

## ANNUAL GOAL #4 AND ACTION PLAN

### **Annual Goal #4**

By June 2013, identified classroom teachers, across grades, with a large number of Students with Disabilities in their class (8 or more) will engage in monthly professional development in planning and implementing effective strategies and methodologies that support instruction for Students With Disabilities.

### **Comprehensive needs assessment**

Standardized test scores for the cohort of Students with Disabilities, across grades, consistently reflect lower performance than the scores of comparable General Education Students.

### **Instructional strategies/activities**

- Consultant and Coach will provide professional development to teachers in effective SWD/UDL strategies in vocabulary, schema building, concept development, and thinking strategies.
- Supervisors will focus observations and feedback on ELL/SWD strategy implementation.
- The Principal and Assistant Principal will utilize the 3 targeted Priority Competencies from the Charlotte Danielson **Framework for Teaching** and the 4 highlighted and targeted teacher/classroom practices from the school's **Coherent Set of Beliefs About How Students Learn Best** (aligned to 2012-2013 Quality Review Statements) for classroom observations, informal observations, and snapshots of instruction. The framework will inform pre-observation and post observation conferences.
- All ELA, Math, Science, and Social Studies teachers will effectively plan, revise, and implement at least two (2) non-fiction, content-based Common Core aligned and well-sequenced units of instruction, including scaffolded daily lessons, with formative assessments embedded throughout the units and culminating with summative assessments at the end of the units.
- Teachers will use samples of student work from targeted SWD students to track progress in writing, using Common Core Learning Standards rubrics
- Teachers will meet weekly to plan, use protocols to discuss and analyze student work (using Common Core Learning Standards aligned Rubrics) and use the results from assessments to make classroom level curricular and instructional decisions.
- Teachers will collaborate in Teacher Teams to analyze student work to determine appropriate next instructional steps, based on common, shared understandings about students' strengths and areas of need.
- Teachers will receive professional readings from relevant texts, such as *Making Thinking Visible* by Ritchhart, Church, and Morrison and *Strategies for Success with English Language Learners* by Virginia Pauline Rojas to increase their pedagogical "toolbox" of effective classroom strategies
- Based on the newly introduced PD texts and/or supports, teachers will plan for and implement a minimum four newly acquired strategies to address the needs of students with disabilities.

### **Strategies to increase parental involvement**

- Holding an annual Title I Parent Curriculum Conference and Parent Orientation night at conveniently scheduled times for parents
- 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
- Encouraging more parents to become trained school volunteers
- Providing progress reports to parents and families about the implementation of the Common Core Learning Standards and Performance Units and Tasks and how their children are performing under these higher standards
- 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

- Connecting parental participation in at least 6 school events throughout the year with student enrichment activities (including but not limited to Parent Teacher conferences; Curriculum night; Class trips)

**Budget and resources alignment**

- Indicate your school's Title I status: x  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      x   Title IIA      x   Title III    \_\_\_\_\_ Grants      x   Other

If other is selected describe here:

TCRWP staff developers-17 days – Title I 10% HQ

- TC Calendar Days- Title 1 10% HQ
- PD Consultants – Title I 5% HQ
- Literacy Coach –FSF
- Guided Reading Staff Developer - Contract for Excellence
- Principal & A.P.- FSF/Title I
- Teacher Salaries-FSF/Title I/ASD TL/Title IIA supplement
- Supplies Source: Title I, FSF, C4E, Title III, Title IIA, Title I
- Network Leader (Children's First)
- Materials, supplies – FSF
- After school Program for ELL's- Title III
- After school and before school intervention programs – C4E, Title IIA
- Homework Help and Enrichment Afterschool Programs: FSF, C4E; Title IIA
- Afterschool & Before school Materials/Resources: Title IIA
- Hardware, Software, library, Textbooks – FSF/NYSTL
- Per diem substitutes for coverage to attend PD/trainings – C4E

**Service and program coordination**

- Service Learning Projects are incorporated throughout the year (Ex: Penny Harvest & School Community Service )
- City Year – Leadership Program (Starfish); Literacy & Math Support ( Everyday Math Intervention); Penny Harvest
- Respect for All (including bullying intervention)
- Healthy Schools/Healthy Families (Nutrition Workshops; Physical Activities/Programs; Farms for City Kids)
- WEDIKO (Behavioral Intervention & PBIS Support)



**ACADEMIC INTERVENTION SERVICES (AIS)**

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	<ul style="list-style-type: none"> <li>• All students in grades 3-5 are serviced in ELA provided during extended day program. All teachers provide differentiated instruction to all students in grades 3-5 in small groups of 10 students for 100 minutes a week.</li> <li>• City Year workers, provide academic intervention services to students in grades 3-7 daily using small group instruction Program (reading).</li> <li>▪ SETSS teacher provides academic intervention to at-risk students during the school day in grades 3-7 using the Wilson program for fluency comprehension work.</li> <li>▪ Grade 6 and 7 teachers provide academic intervention to mandated students during the school day using the Wilson program for fluency and comprehension work.</li> <li>▪ Before , after school and Saturday Academy - grades 3 – 7 intervention/enrichment program to work intensively on literacy</li> <li>▪ ELL after-school Title III program for students in grades 3-7 provides intervention in the areas of reading, writing, listening and speaking for students based on their NYSESLAT scores.</li> </ul>	<p>small groups of 10 students</p> <p>small group</p> <p>small group</p> <p>small group and one-on-one</p> <p>small group</p> <p>small group and one-on-one</p>	<p>Extended day program for 100 minutes a week.</p> <p>during the school day</p> <p>during the school day</p> <p>during the school day</p> <p>before , after school and Saturday Academy</p> <p>after-school</p>

	<ul style="list-style-type: none"> <li>All teachers provide differentiated instruction to all 3 – 7 grade students in small groups twice a week within the 90 minute block.</li> </ul>	small groups	within the 90 minute block, during the school day
Mathematics	<ul style="list-style-type: none"> <li>All teachers provide differentiated instruction to all 3 -7 grade students in small groups of 10 during the Extended Day program for 50 minutes a week. Students are grouped by skill area, based on NYS yearly Tests, Acuity Reports and monthly Everyday Math Assessments.</li> <li>All teachers provide differentiated instruction to all 3-7 grade students in small groups twice a week within the 90 minute block</li> <li>City Year workers, provide academic intervention services to students in grades 3-7 daily in one-on-one sessions using Everyday Math Intervention Program.</li> </ul>	<p>small groups</p> <p>small groups</p> <p>one-on-one tutoring</p>	<p>Extended Day program for 50 minutes a week</p> <p>twice a week within the 90 minute block</p> <p>during the school day</p>
Science	<ul style="list-style-type: none"> <li>Extended Day school program for grades 3-7 students will offer support in science during the 2012-13 school year in 8 week cycles. The use of science work will be integrated within ELA and Math work to incorporate non-fiction and writing work in the content areas.</li> <li>After school intervention/enrichment program to work intensively on science for 6 weeks before the state exam</li> </ul>	<p>small groups</p> <p>small groups</p>	<p>after school</p> <p>after school</p>
Social Studies	<ul style="list-style-type: none"> <li>Extended Day school program will offer support for social studies through integration of content area within ELA work</li> <li>Technology &amp; Library Cluster Teacher will articulate with grade 3- 7 teachers to align extended AIS work around social studies (research, historical fiction work, tech-projects in S.S) during 1-2 period blocks per class weekly</li> </ul>		<p>after school</p> <p>during school day</p>

<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Depending on caseloads (Psychologist services two schools on site), the school psychologist has provided on the spot crisis intervention for students</p>	<p>One-on-one</p>	<p>during the school day</p>
	<p>At risk students are seen in groups and individually as needed. Activities given to develop social skills through play therapy, interactive game, role playing videos on conflict resolution, bullying, and anger management are shown and discussed with assistance from SAVE teacher. Contact with parent to share concerns and positive development of students. Reward modification if students accomplish specific task. Proper verbal etiquette is reinforced through role-playing, how to seek appropriate help from school staff, peer mediation</p>	<p>Small groups and individual sessions</p>	<p>during the school day</p>
	<p>DOE assigned nurse, provides a series of 5 lessons to students who suffer from asthma. The sessions are designed to assist students to self-monitor their asthma by identifying triggers and strategies for reducing the symptoms of asthma as well as prevention for possible attacks. All students receive lessons and activities to introduce students in making wiser and healthier choices in combating the effects of obesity. Healthy School Healthy Families (CBO) provide health fairs, healthy snack sales and breakfast club where students are taught how to make healthier choices in their daily eating habits. In addition, the school has adopted a healthy snack policy.</p>	<p>One on one and small groups</p>	<p>during the school day</p>

### **HIGHLY QUALIFIED TEACHERS (HQT)**

- Interview teachers for anticipated vacancies beginning in January.
- We have relationships with NYU and Hunter College. Their student teachers work in our school throughout the school year and this provides us with a potential pool of teachers from which we can hire for the upcoming school year.
- Provide year-long mentors and professional development opportunities for teachers.
- Teachers attend Professional Development sessions provided by the Network, i.e. New Teacher PD; Special Education workshops; ELL workshops
- Provide differentiated PD for new teachers (in content areas and procedural matters) and PD consultants
- Special Ed. Network Support Staff and ASD Cluster/Coach that supports the ICT partnerships and new special education teachers
- Administrative Intern who works with the new teachers using the text: First Days of School by Wong & Wong

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## **PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

P.S. 206's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of P.S. 206's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

P.S. 206 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***

P.S. 206, 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 1<sup>st</sup> 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 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;

**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 <b>Charles Amundsen/Dan Feigelson</b>	District <b>04</b>	Borough <b>Manhattan</b>	School Number <b>206</b>
School Name <b>Jose Celso Barbosa</b>			

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

Principal <b>Camille Forbes</b>	Assistant Principal <b>Margie Crousillat</b>
Coach <b>Mayra Acosta</b>	Coach <b>type here</b>
Teacher/Subject Area <b>Victor Diaz/Dean</b>	Guidance Counselor <b>type here</b>
Teacher/Subject Area <b>Gretchen Visser/ESL Teacher</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Stefania Ubavin/Bil. Teacher</b>	Parent Coordinator <b>Ana Ortiz</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader <b>Dan Feigelson</b>	Other <b>type here</b>

### 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	<b>1</b>	Number of Certified Bilingual Teachers	<b>3</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### D. School Demographics

Total Number of Students in School	<b>325</b>	Total Number of ELLs	<b>48</b>	ELLs as Share of Total Student Population (%)	<b>14.77%</b>
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## Part II: ELL Identification Process

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

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

The steps followed for the initial identification of those students who may possibly be ELLs begin with a pedagogue, (either the certified ESL teacher or the Literacy Teacher) conducting an informal interview for both parent and child in English and the native language and assists the parents in filling out the HLIS upon registering a student into the school, the pedagogue utilizes the translated material and services as needed. If the student meets the criteria for ESL testing, the ESL teacher administers the LAB-R if the student did not pass the LAB-R the is Spanish LAB is administered if the home language is Spanish. In the Fall and the Spring, as required by Part 154, teachers as well as the ESL teacher meet with parents to ensure that they are informed about the bilingual and ESL program requirements, the expectations, the NYSESLAT assessment, ELA promotional criteria, Instructionally Targeted Assessments, Predictive Assessments and Reading Level Assessments as well as the instructional standards. In the spring, all identified ELLs take the NYSESLAT and parents are informed of the testing dates for the assessment and students follow the appropriate testing procedures.

At PS/MS 206M, the structures used to ensure that parents of identified ELLs understand all three programs offered by NYCDOE (Transitional Bilingual, Dual Language, Freestanding ESL) begins with the ESL teacher, along with the Parent Coordinator planning an orientation day or individual appointment, one in the morning and one in the afternoon, within ten business days after enrollment where parents are invited to view the DOE DVD on the various choices entitled ELL students can receive in the city schools. Letters are sent out in the language(s) of the parents based on information obtained from the parent language preference survey taken upon registration. The letter invites parents to attend an orientation in order to assist in the selection of an appropriate program for their child. After the video is viewed, the parents complete the Parent Survey and Program selection forms in their native language. Then a discussion of the options available in this school takes place with the parents and emphasizes that they are entitled to select the program they feel would be most suitable for their child. When there are 15 or more students with the same home language in one or consecutive grades a bilingual program will be available for these students according to their parent choice. Parents are given a brochure explaining each program option. Parents are also given the opportunity to have their questions answered. Parents fill option letters indicating their choice and sign the letter. Should parents select a program model not offered in our school (e.g. Dual Language), a transfer option is offered. Students are then placed accordingly within ten days of admission.

To ensure that entitlement letters are distributed and Parent Survey and Program selection forms are returned, these letters are first sent home for parents to review and they are completed and collected by the ESL teacher during the orientation session. The Continued Entitlement and Non-Entitlement/Transition letters for ELLs are distributed to students with a signature page for parents to review, sign and return to the ESL teacher.

The criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs begins with the information from the HLIS, the informal interview, the LAB-R and Spanish LAB results and are based on Parent Choice. Parents are given the Parent Choice Selection Form to review and are then invited to the school to view the DOE DVD on the programs offered by NYC DOE. When there are 15 students or more students with the same home language in one or consecutive grades a bilingual program will be available for these students according to their parent choice. During this orientation session or one on one presentation, parents are given the opportunity to ask questions and make a well informed choice for their students. Students are then placed within

ten days of admission. If parents do not select a program, the default option is TBE.

PS/MS 20M is a 3-6 school, the majority of our students are list noticed from PS 112, our tandem school. Most often, the parents of these students choose to continue the program model they initially selected at PS 112. In June, prior to the new fall semester, parents from the tandem school are invited to an orientation and school walkthrough of PS/MS 206M. This orientation informs the parents of incoming students in the fall about the various extracurricular programs offered at the school as well as academic expectations. A video of school activities is shown and the Principal, Dean and Parent Coordinator lead groups of parents on a tour of the building. Staff who are proficient in the major languages: Spanish, French and Arabic are available and translation is provided throughout the tour and discussion.

During the 2010-2011 school year, PS/MS 206 enrolled 2 students new to the DOE school system, both admits chose TBE services. The trend for most of the parents of the students who are admitted to PS/MS 206 from PS 112, our tandem school (PS 112 is a K-2 school in our building, many of these students transfer to PS/MS 206 for grades 3-6), has been a continuation of the services that were offered at the tandem school. PS 112 also has a TBE and Freestanding ESL and most parents choose to continue the same program from PS 112 when their child enrolls in PS/MS 206M. Our programs aligned with the structures and services that our tandem school offers and parents have opted for their students to transition into the same programs. As mentioned above, placements for new general education admits who did not previously attend PS 112 are informed by parent choice upon attending and viewing the DOE DVD informing parents of the various programs for ELLs offered by the New York City Department of Education. Historically, for the past 11 years, PS/MS 206 has maintained a TBE class in the 3rd and 4th grades. This year the number of students with a home language of Spanish also fell below 15 students in 3<sup>rd</sup> and 4th grade, resulting in the need to sustain a bridge TBE class in grades 3 and 4. At present, there are not sufficient Spanish speaking ELLs in grade 5 to sustain a TBE program in this grade. Parents are made aware of this during the orientation meetings and are informed of the services for their children transitioning into the push-in/pull-out model of the freestanding ESL program. As mentioned above, parents are always offered the transfer option if there choice of program is not offered at PS/MS 206. Parents are provided with informational materials to support them in making the appropriate decision for their child. Staff who can translate and translator services, in the parents' home language are made available to meet with them and parents to ensure that students' programs are aligned with parent choice.

Currently, the 48 ELLs enrolled at PS 206 receive ESL services in two settings. If chosen by parents, 3rd and 4th grade ELLs with a home language of Spanish are instructed by the fully certified bilingual teacher who is assigned to the Transitional Bilingual (TBE) 3rd and 4th grade bridge bilingual general education class. There are currently 16 ELLs enrolled in the TBE class. There is a fully certified ESL teacher who services grades 3-6 ELL students in a freestanding ESL program. Currently, there are 32 ELLs receiving ESL services in the freestanding ESL model.

## Part III: ELL Demographics

### A. ELL Programs

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

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

### This school offers (check all that apply):

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

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

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	48	Newcomers (ELLs receiving service 0-3 years)	24	Special Education	7
SIFE		ELLs receiving service 4-6 years	24	Long-Term (completed 6 years)	1

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	8		0	8		0	0	0	0	16
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	15		5	16		2	1	0	0	32
<b>Total</b>	<b>23</b>	<b>0</b>	<b>5</b>	<b>24</b>	<b>0</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>48</b>

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				6	10									16
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														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
Polish														0
Albanian														0
Yiddish														0
Other <u>1</u>														0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>6</b>	<b>10</b>	<b>0</b>	<b>16</b>							

**Dual Language (ELLs/EPs)**

**K-8**

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

**Dual Language (ELLs/EPs)**

**9-12**

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ___	Asian: ___
Native American: ___	White (Non-Hispanic/Latino): ___
	Hispanic/Latino: ___
	Other: ___

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish				7	6	7	4							24
Chinese					1									1
Russian														0
Bengali														0
Urdu														0
Arabic					2	1	1							4
Haitian														0
French						1								1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other				1	1									2
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>8</b>	<b>10</b>	<b>9</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>32</b>

## 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?

At PS/MS 206M, two programs are utilized: Transitional Bilingual Education (TBE), for students' whose native language is Spanish and English as a Second Language. At PS/MS 206M two models of ESL are used: Push-In and Pull-Out.

In the Push-In (Co-Teaching) ESL model students are taught within their class as well as their grade level. In the Pull-Out ESL model students are taught in heterogeneous groups.

In the TBE program, students are taught in a bridge class which includes grades 3 and 4. Within this class students are heterogeneously grouped.

Transitional Bilingual Education

## A. Programming and Scheduling Information

A. In this program, students are taught the academic subjects in their native language while they learn English. When the students are proficient in English and have scored proficient on the New York State English as a Second language Exam (NYSESLAT), they may transition to a monolingual setting. The TBE class is taught by a certified bilingual teacher who also provides native language and ESL instruction to the TBE class. Differentiated instruction is provided to students based on their level of proficiency (Beginner, Intermediate or Advanced) as determined by the NYSESLAT exam. Books and materials are available in both English and Spanish to support all curricular areas. One of our TBE students scored at the proficient level of the '11 NYSESLAT and have transitioned into a monolingual classroom while receiving continued support and services. Our Special Education ELLs, with a home language of Spanish in grades 3 and 4 in the TBE are enrolled in the bridge class for grades 3 and 4. The Certified Bilingual Education Teacher provides English language instruction through the content areas using scaffolding strategies to ensure both language and content acquisition is achieved.

- Beginning students receive 90 minutes of ESL daily, 90 minutes of Native Language Arts daily and 120 minutes in content area instruction in the Native Language and 30 minutes daily in content area instruction in English.
- Intermediate students receive 90 minutes of ESL daily, 90 minutes of Native Language Arts daily and 80 minutes daily in content area instruction in the Native Language and 70 minutes daily in content area instruction in English.
- Advanced students receive 45 minutes of ESL daily, 90 minutes of English Language Arts daily, 45 minutes daily of native language arts and 140 minutes daily of content area instruction in English with support in Native Language as needed.

### The Freestanding ESL program

The Freestanding ESL Program is taught by a certified ESL instructor who provides English language instruction for students whose home language is other than English. Students are pulled out or have the instructor push-in to their class to receive ESL services based on their level of proficiency on the LAB-R and NYSESLAT exams. It is our goal for the future to move towards a push-in model of Freestanding ESL with collaborative team teaching. Currently, the ESL teacher is able to push into one 5<sup>th</sup> grade classroom for four periods in a week as well as a 4<sup>th</sup> grade classroom for four periods a week. Instruction is aligned with NYS standards and is geared toward extending and supporting classroom study in the content areas. Students are grouped heterogeneously by their level of proficiency, grade level and according to their evaluated needs.

The ESL Program follows a push-in/pullout model and includes the use of high quality, research based instructional materials that are standards-based, age appropriate and geared to meet the proficiency levels of the children and include native language support. Grade level curriculum and assessments are aligned to the NYS standards in ELA, NLA and ESL. The classroom teacher provides an additional 45 minutes of English Language instruction during the regularly scheduled ELA period, according to students' needs. Students, whose parents have opted them out of the bilingual program, receive services from the ESL teacher as mandated by CR Part 154. In addition to the mandated services, the ESL teacher serves the ESL students in the 5<sup>th</sup> grade class during the 37.5 minute extended day program 2 days a week.

In third through sixth grade, the ESL instructional model for beginning/intermediate students is 360 minutes per week of ESL and content area instruction with ESL methodologies. The ESL model for advanced students is 180 minutes of ESL per week of English Language Arts daily and content area instruction in English with ESL methodologies.

ELLs in both programs receive:

- Instructional strategies based on the Common Core Learning Standards.
- Grade level curriculum and assessments are aligned to the NYC and CCLS, NLA, ESL standards in science, math, social studies and technology which are provided in both English and the native language as the program designates.
- There is a daily 120-minute literacy block and a 90-minute math block. During the literacy block, all students are provided with instructional strategies that are research based. Children are provided with phonemic and phonological instruction to develop decoding skills (Words Their Way). Fluency and comprehension skills are taught through shared reading and writing literacy component. The daily 120 minute literacy block has the following components: read aloud, shared reading, word study, independent reading and writing instruction is provided in two languages according to the students' language proficiency according to the CR Part 154 for Transitional Bilingual English. All curriculum and instruction is parallel to the ELA, Common Core, and NLA standards as well as ESL scaffolding strategies and methodologies.

## A. Programming and Scheduling Information

- Instruction in literacy and content area core curriculum is provided in accordance with the program models and levels of English language proficiency.
- The classroom environments support risk taking and there is evidence of oral and written language throughout the school.
- Teachers at PS/MS 206 expect students to achieve at high levels of performance. Students are provided with instructional strategies that challenge the students to think critically.
- ESL, NLA and content area instruction in all classroom is informed by the NYSESLAT scores and other assessments, and meet the requirements of CR part 154
- The school and classroom libraries provide students with a rich collection of authentic literature and resources in both Native Language and English.
- Students have access to technology in the library, technology lab and in their classrooms, including the use of Smartboards and I pads.
- Instruction is differentiated to meet the instructional needs of ELLs to ensure student success
- ESL/NLA instruction uses the balanced literacy model and provided the necessary language development to meet the needs of individual students.
- The TBE program provides NL instruction in the content areas. Content area instruction is provided in both languages and is aligned with all the standards.
- The school provides a freestanding ESL Program. The ESL program is a pull-out/push-in program in grades 3-6.
- PS/MS 206 is a 3-6 school and the following assessments are used: TC Reading Running Records and Writing Continuum, ELA, Math state exams, 4th grade state science exam, Predictive Assessments in ELA and Math twice a year, Instructionally Targeted Assessments in ELA and Math three times a year, NYSESLAT, LAB R.
- Students whose parents opt for a TBE are placed in this model in grades 3-4. All fifth grade ELLs are placed in monolingual classes and receive eight 45-minute ESL periods if they are beginners and intermediates, four 45-minute ESL periods for advance students as determined by NYSESLAT scores. Proficient students receive support as needed for two years after exiting out of the NYSESLAT such as ESL scaffolding during instruction and continued communication and support for the classroom teachers to monitor the students transition and progress. ELL Students are given testing accommodations pursuant to the guidelines set out for testing of ELLs.

### Planning Instruction for ELLs

In order to improve student performance towards proficiency in ELA, students will receive enrichment and intervention services to help meet their needs. Specifically:

#### The Transitional Bilingual Program

- All services are provided by fully certified bilingual teachers.
- The program consists of 1 self - contained bilingual bridge class for 17 Spanish speaking students in grades 3 and 4
- The bilingual class utilizes a differentiated approach (i.e. whole group, small group and individual instruction) based on the students' English, native language proficiency and academic achievement.
- Native language and English language usage is aligned with CCLS, NLA and ESL Learning Standards.
- All level ELLs also receive ELA instruction aligned with SED ELA standards and the Balanced Literacy approach.
- ESL instruction is provided based on Beginning, Intermediate and Advanced Levels as determined by the LAB-R or NYSESLAT and is consistent with CR Part 154 requirements.
- ESL instruction utilizes Total Physical Response strategies, the use of visuals, realia and technology.
- Academic content is fully aligned with the CR Part 100 standards.
- Beginning students receive 90 minutes of ESL daily, 90 minutes of Native Language Arts daily and 120 minutes in content area instruction in the Native Language and 30 minutes daily in content area instruction in English.
- Intermediate students receive 90 minutes of ESL daily, 90 minutes of Native Language Arts daily and 80 minutes daily in content area instruction in the Native Language and 70 minutes daily in content area instruction in English.
- Advanced students receive 45 minutes of ESL daily, 90 minutes of English Language Arts daily , 45 minutes daily of native language arts and 140 minutes daily of content area instruction in English with support in Native Language as needed.
- Title III program in the native language and English
- Tier I Academic intervention in the native language and English
- Tier II Academic intervention services in Literacy and Math provided in English by Literacy and Math AIS teachers

#### The Free Standing ESL Program

## A. Programming and Scheduling Information

- ESL push-in with specific vocabulary development and fluency strategies within the Reader's/Writers Workshop, Content Area Instruction
- The classes are leveled based on students' acquisition of English from the results of the LAB-R and NYSESLAT exams and based on heterogeneous groupings
- ESL instruction is aligned with SED ESL learning standards
- Academic content are is taught in the general education classroom using ESL strategies
- ESL teacher provides push-in support during ELA and content area instruction as well as math
- ESL instruction is provided based on Beginning, Intermediate and Advanced levels as determined by the LAB-R or NYSESLAT.
  - o Beginner: 360 minutes per week
  - o Intermediate: 360 minutes per week
  - o Advance: 180 minutes of ESL and 180 minutes of ELA per week; (stagnant students who have remained advanced will receive targeted work through ESL push-in writer's workshop)
  - o Proficient students will receive extra ESL support during reader's and/or writer's workshop, 37.5 minutes with reading and writing skills; Title III program with specific reading and/or writing activities.

To ensure that ELLs are appropriately evaluated in their native language, when that language is Spanish, the ESL teacher initially conducts the Spanish LAB to assess their level. Based on this assessment and the students' LAB-R and NYSESLAT results, the teacher determines when the student should utilize translations available for State Level tests and resources such as translations. The teacher also has access to Native Language Arts Materials and Math materials in the students' Native Language to further evaluate the students' native language. If the student's native language is not Spanish, the teacher conducts an evaluation with translation services and materials.

PS/MS 206 recognizes the instructional needs of the various ELL subgroups and has the following plans in place to meet the needs of these students:

### Plan for SIFE students

PS/MS 206 does not have SIFE students at present. The plan for SIFE students is the following:

To increase the language proficiency of the SIFE students;

- Identified SIFE students upon entrance to the school
- When possible, pair them in class with students who speak their native language
- Utilize follow-along audio tapes with print support
- Provide at risk services from the bilingual speech teacher
- Purchase picture dictionaries and high interest, picture support texts
- Parent support and meetings to facilitate the transition process.

### Plan for ELLs in US Schools less than 3 years

- All Spanish speaking student, upon parent choice, in grades 3 and 4 are enrolled in the TBE Program
- TPR, basic conversation and vocabulary development are part of their instructional program. More advanced children received ESL through the content areas.
- Newcomers to this country receive mandated 360 minutes of ESL instruction a week.
- Taught in small groups for maximum opportunities to work on listening, speaking, reading and writing.
- Given instruction in developing both BICS and CALP.
- Interactive, realia supported and interactive based instruction
- All newcomers will receive additional instructional support after school as part of the extended day program.
- ELA lessons taught with scaffolding and ESL strategies to support reading and writing strategies.

### Plan for ELLs receiving service 4 to 6 years

- Students receive ESL instruction in the push-in or pull-out model and when possible in the TBE program.
- Students receive targeted individual instruction according to their results in the various modalities identified on the NYSESLAT
- Students are taught in small group settings to increase their opportunity to utilize the different modalities

## A. Programming and Scheduling Information

- Increased vocabulary instruction
- Students will receive ELL testing modifications.
- Target comprehension strategies

Plan for long-term ELLs (completed 6 years).

--Students receive ESL instruction in the push-in or pull-out model and when possible in the TBE program

--Students receive targeted individual instruction according to their results in the various modalities identified on the NYSESLAT

-Students are taught in small group settings to increase their opportunity to utilize the different modalities

-Increased vocabulary instruction

-Word Work on a weekly basis

-Students will receive ELL testing modifications

-Targeted comprehension strategies

-At risk services with the bilingual or English speech and SETSS teachers

Students with Special Needs

PS/MS 206 has services for all of its students including ELLs. The ESL teacher collaborates closely with Special Education teachers to give students extra support for the ELA test. In addition, the ESL program has meets with the School Based Support Team (SBST) to closely monitor the ELL students who have Individual Education Plans (IEP). This collaboration allows us to focus on our students' specific academic needs, to monitor their progress, and adjust instruction as needed. In addition, all ELL/SWDs students in the TBE program receive Tier I Academic Intervention supports in the native language. Tier II Academic intervention services in Literacy and Math are provided in English by Literacy and Math AIS teachers. Teachers of ELLs-SWDs use accommodations such as charts, preferential seating, break schedules, individual schedules, supportive checklists, on-task prompt cards, graphic organizers and visuals to create instruction accessible to each student according to their needs. Teachers develop vocabulary and use technology to provide instruction that allows students to engage in learning academic content areas and accelerate their English development. PS/MS 206 provides the least restrictive environment for ELL-SWDs through placement in ICT classrooms as well as Autism Spectrum Disorder (ASD) Nest classrooms and Self-Contained classrooms. ICT and ASD classrooms are instructed by two teachers; one Common Branch certified teacher and one Special Education certified teacher. Both of teachers have received PDs in best practices for ESL instruction and utilize these strategies throughout the day. When possible, the ESL teacher pushes into these classrooms to provide ESL services or provides ESL services in a small group setting outside of the classroom. This instruction is coordinated with the other services providers in the school, including: Physical, Occupational, Hearing, Speech Therapy and AIS and SETTs teachers. When indicated on a student's IEP, a bilingual paraprofessional is also provided.

### 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

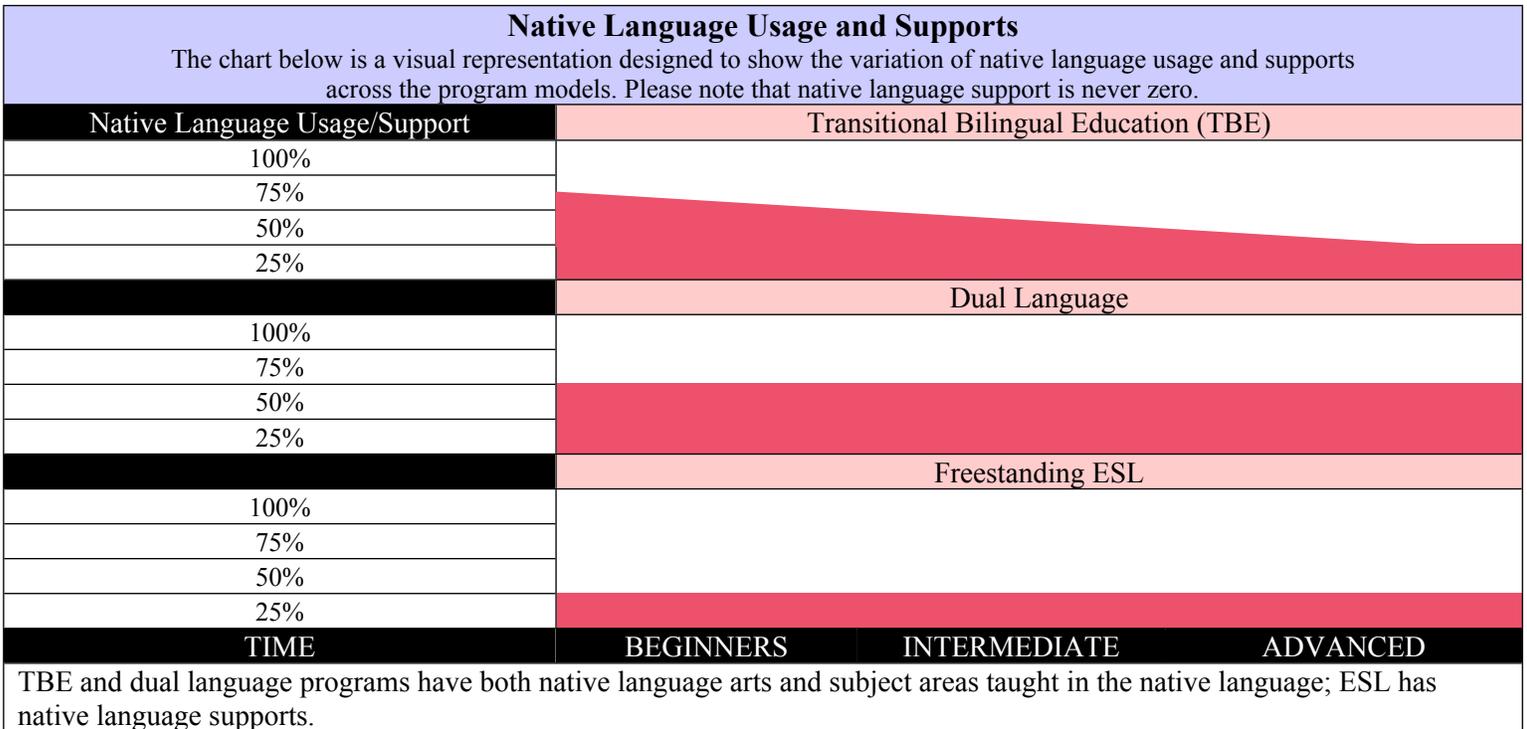
Class/Content Area	Language(s) of Instruction
Native Language Arts	Spanish
Social Studies:	
Math:	
Science:	

Class/Content Area	Language(s) of Instruction



NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



## B. Programming and Scheduling Information--Continued

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

The targeted Intervention programs for the ELLs at PS/MS 206 are based upon each student's needs. Students are assessed and evaluated by their classroom teachers, out of classroom teachers, ESL teacher and other service providers. All services and support are correspond to ELLs' ages and grade level as well as their learning needs. Students receive grade level content resources.

Interventions for ELA include AIS for the subgroup of ELLs identified as having special needs and have IEP which specifies AIS services. These students are serviced based on their IEPs. AIS intervention for ELA is also used to target at risk students including the following ELL subgroups: Longterm ELLs, ELLs receiving services for 4-6 years and SIFE. This service is offered in Spanish and English. Struggling students within these subgroups are also targeted by inquiry teams and offered individualized strategies and instruction.

Students who are identified as at risk receive AIS interventions as well, in both English and Spanish.

ELL Students with Speech and Language delays are serviced by service providers according to their IEPs. These students may include the following ELL subgroups: Longterm ELLs, ELLs receiving services for 4-6 years and SIFE. These services are provided during the school day by both Spanish and English providers.

Interventions for math also include AIS for ELL identified as having special needs with IEPs that recommend AIS services. AIS for math is also available to those students identified as at risk. These include the ELL subgroups: Longterm ELLs, ELLs receiving services 4-6 years and SIFE. Students are also targeted by inquiry teams and offered individualized strategies and instruction. These math interventions are available in both Spanish and English.

In other contents, such as Social Studies and Science, interventions are available for all ELLs and the ELL subgroups include SIFE, those with special needs, receiving services 4-6 years and Longterm ELLs. These include peer partnerships during class, one-on one work with teachers and homework help.

### Plan for Students Receiving Proficiency on the NYSESLAT

Students in this category receive additional ESL and AIS services for as long as needed. The students' progress will be monitored and classroom teachers will be given instructional support to assist with the transition of the former ELLs in their classrooms. Students are tested according to ELL testing modifications. Parents are offered translation services and translated materials.

### School Programs

For this school year, we are improving our Title III After School Program for ELLs by emphasizing the writing component of the program. We have decided to focus on this component based on the data from the NYSESLAT showing that most of our ELLs struggle in writing. In addition, we are incorporating iPads as a technology component, which aligns with the recommendations for the Common Core Learning Standards. There are no programs specifically for ELLs that have been discontinued.

PS/MS 206 has several CBO partnerships within the school, which provide extra-curricular activities for all students. ELL parents are given information in their native language and students are given the opportunity to participate in the following:

- City Year Group: Great Leaps intervention one-on-one work, Star Program: Self-esteem building and Bringing Books to Life, after school homework help, arts activity and a math intervention program
- Dancing in the Classrooms: Students in 5th grade participate in this dance and workshop performance group to build self-esteem.
- Title III after school program
- Studio-In-A-School, a 14 week residency (2007-2011), Parent/Child workshop in bringing literacy to life through alignment with Art Expression
- Stanley Isaac After school Program in collaboration with the tandem school (P.S. 112): homework support, recreational activities, dancing, art
- Salvation Army's Phil Ramone Orchestra for Children
- Healthy Schools Healthy Families
- Enrichment after school programs including: photography, chess, drama and track and field.
- PS/MS 206 Moves, a program that keeps students alert and active throughout the school day.

A variety of instructional materials are utilized in and out of the classroom to support ELLs. These include Elmo's and visual support technology as well as iPads and computers. In the building, we also use Smartboard technology in addition to video conferencing programs with schools across the world. Students participate in Technology class and use the internet and word based programs to create projects. Teachers use modeling techniques, charts and picture supports to support their teaching.

#### Native language Support Delivery

#### The Transitional Bilingual Program: (Spanish)

PS/ MS 206 is a school that utilizes the balanced approach to literacy and to accommodate the core curriculum of the school in conjunction with the Language Allocation Policy. The TBE model at PS/MS 206 is as follows:

In the 3rd/4th bridge bilingual general education class, there are six intermediate students and seven advanced students. The language allocation instruction percentages for the intermediate students are 50% in native language (Spanish) and 50% in English. Specifically, there are eight periods (360 minutes) a week in which intermediate students receive ESL instruction and 180 minutes a week spent in class using native language instruction in language arts and content area subjects. For the advanced students, the language allocation instruction percentages are 75% English and 25% Spanish. All advanced students receive 4 periods a week (180 min) in ESL instruction. They receive 4 periods a week (180 min.) in ELA and 4 periods a week (180 min.) of native language instruction in language arts. The students are grouped according to their English proficiency level and taught accordingly throughout the day.

The bilingual class utilizes a differentiated approach (i.e. whole group, small group and individual instruction) based on the students' English, native language proficiency and academic achievement.

Native language and English language usage is aligned with CCLS, NLA and ESL Learning Standards as well as the Common Core. All level ELLs also receive ELA instruction aligned with CCLS standards and the NYC Balanced Literacy approach. ESL instruction utilizes Total Physical Response strategies. Academic content is fully aligned with the CR Part 100 standards. After school Title III program in the native language support is offered to all ELL students. All ELL/Special needs students in the TBE program receive Tier I Academic Intervention supports in the native language. Tier II Academic intervention services in Literacy and Math are provided in English by Literacy and Math AIS teachers

#### The Free Standing ESL Program

The Free standing ESL Program is serviced by a fully certified ESL teacher who works with students in grades 3-6. The program is part push-in with specific vocabulary development and fluency strategies within the Reader's/Writers Workshop, Content Area instruction. In the Free Standing ESL, the classes are heterogeneous groupings based on students' acquisition of English from the results of the LAB-R and NYSESLAT exams as well as their grade levels.

ESL instruction is provided based on Beginning, Intermediate and Advanced levels as determined by the LAB-R or NYSESLAT.

- o Beginner: 360 minutes per week (8 periods a week)
- o Intermediate: 360 minutes per week (8 periods a week)
- o Advance: 180 minutes of ESL ( 4 periods a week) and 180 minutes (4 periods a week)of ELA per week; (Stagnant students who have remained advanced will receive targeted work through ESL push-in writer’s workshop)
- o Proficient students will receive extra ESL support during reader’s and/or writer’s workshop;37.5 minutes with reading and writing skills, Title III program with specific reading and/or writing activities.

ESL instruction is aligned with SED ESL learning standards. Academic content area is taught in the general education classroom using ESL strategies. ESL teacher provides push-in support during the social studies periods to support students. After school Title III program in the native language support is offered to all ELL students. All ELL/Special needs students in the ESL program receive Tier I Academic Intervention supports in the native language. Tier II Academic intervention services in Literacy and Math are provided in English by Literacy and Math AIS teachers

At PS 206 we have the Project Jump Start program in place to assist newly enrolled ELL/LEP students prior to the first day of school.

- In June, prior to the new fall semester, parents from the tandem school are invited to an orientation and school walkthrough of the school; this informs parents of incoming students in the fall about the various programs offered at the school as well as expectations. A video of school activities is shown and the Principal, Dean, Parent Coordinator divide groups of parents and tour the building. Staff are proficient in the major Spanish and translation is provided throughout the tour and discussions. There are no language electives for our students.

### **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.

Paste response to questions 1-3 here Professional Development

- Professional Development is comprehensive, ongoing and focuses on the needs of ELLs. The classroom environments and teaching practices demonstrate effective strategies for the teaching of balanced literacy, math and content area instruction.
- PS/MS 206 has an ELL study group that meets monthly to ensure that the bilingual teacher as well as general education teachers address the linguistic development, academic achievement of the ELL students. They discuss current ELL research and the implication for instruction. A common text will be used for this purpose.
- The ELL NSS, Math coach and AIS teachers provide ongoing and comprehensive professional development support to the bilingual teacher.
- The bilingual teachers as well as the ESL teacher attend the Teacher's College Reading and Writing Project Calendar Days
- Most of the general education teachers have completed the 7.5 hours of training in ESL methodologies and we are in the process of providing this training for all the new general education and special education teachers.
- All teachers both general and bilingual teachers are provided with common grade level meetings (once a week) for professional development and curriculum planning in literacy, math, science and social studies
- All bilingual teachers as well as general education teachers are encouraged to participate in NYCDOE conferences and professional development to support linguistic and academic achievement for ELLs
- A curriculum committee of bilingual, ESL teachers and Bilingual SETSS will meet to articulate and plan for scaffold learning to meet the specific needs for ELL students
- The bilingual SETSS teacher will work with all teachers on ways to scaffold learning, differentiate instruction and how they can meet the specific needs of ELL students and ELL students with special needs

### Transition Support

We also provide transition into middle school support. Our guidance counselor, social worker, assistant principal, and middle school articulation teacher provide support to ELL students as they transition from the elementary to the middle school setting. They assist students and parents with the application process and facilitate student and families' attendance at middle school fairs and visits to prospective schools. Our staff reviews prospective schools' student handbooks with students to give them adequate time and opportunity to familiarize themselves with middle school expectations and policies. Lunch time and after-school clubs provide small group forums for students to present their questions about middle school to visiting middle school representatives. A summer program for graduating students is established to provide needed academic and social support to prepare students for their transition to middle school. Evening events for students and their families provide social networking and information sharing opportunities among families, planning on attending particular schools. Jose Celso Barbosa is now a middle school with grade 6 and will grow to a MS with grade 6 and 7 for the Fall 2012. Students at PS206M have the opportunity to apply to attend.

## 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?

The parent involvement at PS/MS 206 has grown over the past years. Parents are connected to the school through workshops, performances, PTA and parent meetings. In addition our CBO partnerships with: City Year's After School program, Dancing in the Classroom, Studio-In-A-School, Healthy Schools Healthy Families and the Sa;vatopm Army's Phil Ramone Orchestra for Children connect parents to the school and create a community between school and parents.

At PS/ MS 206 we evaluate our parents' needs based on survey feedback, one-on-one conversations and our assessment from our students. We then take this information and facilitate workshops and other programming to meet our parents' needs.

- At PS/MS 206 Parent Orientations are conducted for the parents of newly enrolled English Language Learners to provide them with the information about appropriate programs for their child based on the LAB-R assessment. There are opportunities for parents to observe classes, ask questions, view a video in their native language and meet with teachers regarding English language services available. These orientations are provided by the certified ESL teacher in collaboration with the Parent Coordinator and are conducted during the day as well as evening to accommodate work schedules.
- Parents are provided with informational materials to support them in making the appropriate decision for their child. Staff who can translate in the parent's home language is made available to meet with them.
- In the Fall, PS/MS 206 bilingual teachers as well as the ESL teacher meet with parents to ensure that they are informed about the bilingual and ESL program requirements and expectations, the NYSESLAT assessment and Teacher' College Reading/Writing assessments, as well as the instructional standards.
- Parents are encouraged to meet with their child's teachers during parent conferences at least twice a year as well as at other times throughout the year about the child's progress. Translators are provided to parents when necessary.
- There are ongoing parent orientation sessions for newly enrolled ELL students.
- The PS/MS 206 Parent Coordinator works closely with ELL parents by providing information from the DOE website and available on – site materials.
- Parental involvement activities include invitations to parents for writing/ publishing celebrations in the classrooms, parents as reading and math partners, workshops in literacy and math that will be provided monthly to support student learning at home, library trips so parents can read to their children in Spanish, invitations to multi-cultural events, Cinco de Mayo celebrations, Studio-In-A-School literacy partners after school workshop, technology workshops to assist parents in navigating the online systems such as ACUITY to help support their children, information workshops on ELA and Math state test expectations. All sessions provide Spanish language translations.
- Adult ESL classes are also conducted in collaboration with our tandem school.

## 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)				1	2	1	1							5
Intermediate(I)				8	5	2	0							15

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Advanced (A)				5	13	6	4							28
Total	0	0	0	14	20	9	5	0	0	0	0	0	0	48

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	5	14	4	0	23
4	1	9	3	0	13
5	1	5	1	0	7
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1	1	7	0	12	0	2	0	23
4	2	1	4	0	6	0	1	0	14
5	0	0	6	0	1	0	0	0	7
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2		5		6		1		14
8									0
NYSAA Bilingual Spe Ed									0

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

Native Language Tests									
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)				
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	
ELE (Spanish Reading Test)	1	2	8	3					
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.

Paste response to questions 1-6 here

Beginning with Sept of 2008, our school has opted for Teacher's College Reading Record Assessments as part of our instructionally targeted assessment. The selection of this ITA choice exempts provides us with a more consistent assessment tool that aligns more appropriately with the progress measures used at our tandem school. The TCRWP assessments give us the ability to analyze student work to target the specific skills of our ELLs in reading and writing. After analysis, teachers are able to confer and develop lesson plans to target the needs of individual students.

In addition, our staff is participating in inquiry teams. These teams identify groups of students and their needs based on data. These groups are then given targeted instruction and strategies. The student progress is then evaluated and used to drive instructional practices within the classroom.

Teachers also utilize data gathered from interim assessments, ARIS and Aquity to drive their instruction and isolate individual strategize and skills that will benefit students.

The data patterns of the ELLs for the 2011 NYSESLAT reveals that students are making progress as they progress in grade levels. PS/MS 206M had 13 students score Proficient on the 2011 NYSESLAT in all four modalities. In 3rd grade, the year students enter PS206, many of the ELL population is at the Intermediate level. This year, in 3rd grade, out of 14, one student is at the Beginning Level, eight are at the Intermediate level and 5 are at the advanced level. In 4th grade, out of 20 students, 2 are at the Beginning Level, 5 at the Intermediately level and 13 are at the Advanced level. In the 5<sup>th</sup> grade, out of 9 students, 1 student is at the Beginning levels, 2 are at the Intermediate level and 6 are at the Advanced level. In the 6<sup>th</sup> grade, out of 5 students, 1 student is at the Beginning Level and 4 students are at the Advanced Level. In addition, the overall population of ELLs decreases at each grade level, revealing a trend for students to become proficient as their years of service progress. This year, our population of ELLs is 14 3rd graders, 20 4th graders and 9 5th graders and 5 6<sup>th</sup> graders.

An evaluation of the modalities reveals that our students' strengths are in listening and speaking and there is a need to focus on students' reading and writing skills. Students tend to be at the Advanced or Proficient level in listening and speaking. On the 2011 NYSESLAT, 32 ELLs or 68% of our ELL population was Proficient in listening and speaking while 0% of the same population was Proficient in reading and writing and 55% scored at the Advanced level. Due to this discrepancy, the ESL teacher and the classroom teachers are increasing reading and writing instruction, conferences and strategy groups. PS/MS 206 is also basing their instruction on the Common Core Learning Standards.

On the ELE, 1 student scored in the first quartile (~7%), 2 students scored in the second quartile (~14%), 8 students scored in the third quartile (57%) and 3 students scored in the fourth quartile (21%).

On the ELA, 30% of the ELLs in 2011 scored below grade level, 65% scored at approaching grade level and 19% of students were on grade level. On the Math test, 11% of ELLs in 2011 scored below grade level, 38% scored at approaching grade level, 43% were at grade level and .07% were above grade level. The instructional interventions this year will target the specific needs of students in both of these tests, including vocabulary development and comprehension strategies.

In comparing the results of the Spring 2011 ELA for the Transitional Bilingual Program and the ESL program in the 3<sup>rd</sup> grade, the average score of last year's bilingual 3<sup>rd</sup> graders was nearing a Level 2 (~1.8) and the average score for ELLs in the ESL program was slightly higher, just a above a Level 2 (~2.1). On the 2011 ELA for 3<sup>rd</sup> graders, three TBE students scored a Level 1, seven TBE students scored a Level 2 and one TBE student scored a Level 3. On the same test, two ESL students scored a Level 1, seven ESL students scored a Level 2

and three ESL students scored a Level 3.

Comparing the results of the Spring 2011 ELA for the TBE and the ESL program in the 4<sup>th</sup> grade shows that the average score for 4<sup>th</sup> grade TBE students to be above a Level 2 (~2.2) which is slightly higher than the average score for 4<sup>th</sup> grade ESL students, whose average score was also slightly higher than a Level 2 (~2.1). Last year, in the TBE 4<sup>th</sup> grade, four students scored a Level 2 and one student scored a Level three. In the ESL 4<sup>th</sup> grade, one student scored a Level 1, five students scored a Level 2 and two students scored a Level 3 on the Spring 2011 ELA.

Comparing the Spring 2011 Math scores of the Transitional Bilingual English students and the ELL students shows that for 3<sup>rd</sup> graders in the TBE program the average score was a Level 2 (~2.5). This average was lower than the average score for 3<sup>rd</sup> graders in the ESL program, Level 2 (~2.8). In the TBE program, one student scored a Level 1, four students scored a Level 2 and six students scored a Level 3. In the ESL program, one student scored a Level 1, three students scored a level 2, six students scored a Level 3 and two students scored a Level 4. Comparing the Spring 2011 Math scores of the TBE students and the ELL students shows that for 4<sup>th</sup> graders in the TBE program the average score was a Level 2 (~2.5). This average was higher than the average score for 4<sup>th</sup> graders in the ESL program, Level 2 (~2.3). In the TBE program, one student scored a Level 1, two students scored a Level 2, two students scored a level 3 and one student scored a Level 4. In the ESL program, two student scored a Level 1, two students scored a Level 2, four students scored a level 3.

The school leadership and teachers use the ELL Periodic Assessments to evaluate students' strengths and weaknesses as well as to prepare them for the NYSESLAT and ELA expectations and test structures. From this exam, the school has learned that student development needs to focus on reading and writing.

Native Language support is available in both the Bilingual Program and the ESL program. Instruction, instructional material and books are available in Spanish in the Bilingual program and are utilized based on students' language levels. In ESL, books are available in the native languages and are used to support native language literacy and comprehension. Student glossaries and assessments are also used for students during assessments.

A variety of assessment tools are used to evaluate the programs for ELLs. These include: parent feedback and participation, AMAO goals, ELA and Math results as well as the NYSESLAT.

### 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

<b>School Name:</b> _____		<b>School DBN:</b> _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Camille Forbes	Principal		1/1/01
Margie Crousillat	Assistant Principal		1/1/01

**School Name:** \_\_\_\_\_

**School DBN:** \_\_\_\_\_

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ana Ortiz	Parent Coordinator		1/1/01
Gretchen Visser	ESL Teacher		1/1/01
	Parent		1/1/01
Victor Diaz/Dean	Teacher/Subject Area		1/1/01
Stefania Ubavin	Teacher/Subject Area		1/1/01
Mayra Acosta	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
Dan Feigelson	Network Leader		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

**DBN:**

**04M206**

**School Name: Jose Celso Barbosa**

**Cluster: 2**

**Network: CFN 203**

**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**

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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.

Parent and teacher surveys are distributed each year to determine the specific language needs of the school community. Additionally, the main office and the security desk have signs and paperwork for a parent to indicate the language they speak in order for us to provide appropriate translation. All written communications to parents are sent in English, Spanish and French. Entries for preferred language has been entered on ATS to indicate the language commonly used at home and for which all communications should be provided by the school. Home Language surveys and blue emergency cards indicate language spoken at home and preferred language as well.

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.

The results of the language survey are discussed at the School Leadership Team meetings. We utilize translators and/or translation services for parent conferences, workshops, translating flyers, letters and academic activities to inform parents of the daily curriculum, special events and monthly newsletters. Learning Environment surveys indicated that parents mostly prefer to have communication via telephone calls. We have staff members such as: the Dean, Parent Coordinator and teachers proficient in Spanish, French and Arabic who are available to speak via phone and/or in person to parents needing translation services. In addition, the school accesses the Translation Services Unit to provide translation services for parent meetings.

## Part B: Strategies and Activities

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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.

In accordance with the Chancellor's Regulations A-663, PS/MS 206M will provide timely written translation to parents during registration periods, workshops, conferences and special events according to the assessed language needs described in Part A of this document. Staff members proficient in the main languages other than English are available to provide oral translation services for parents when they come to speak to staff/administration regarding concerns and/or their student's academic/behavioral issues, as well as other one-on-one meetings with parents. The school has provided translation services in Spanish, French and Arabic. Documents such as homework packets for students arriving from other countries have been translated for students and parents. In accordance with Section V of the Chancellor's Regulation A-633, Documents from the DOE central offices will be provided in languages requested by parents and provided by the DOE. This documents include, but are not limited to the following:

- registration, application, and selection
- standards and performance (e.g., standard text on report cards)
- conduct, safety, and discipline
- special education and related services and transfers and discharges

We will also provide in-house translations for such documents as the Code of Behavior, Homework Policy and the Parent/Student Handbook. The secretary maintains records and sample documents that have been translated by staff members in accordance with per session hourly rates.

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.

Staff members are available to provide translation for parents during registration, workshops, conferences and events. In-house translation will be provided by school staff as well as provided by an outside contractor when needed. The parent coordinator, school aides, paraprofessionals and office staff are available to assist teachers during conferences with parents. Teachers can also access phone translations or available parent volunteers for translations. Both the IEP Team and the Principal can provide Spanish translation as well, if necessary.

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

At the beginning of the school year, parents will be provided with a translated copy of, The Bill of Parent Rights and Responsibilities in the the language requested. This document informs parents of their right to translation and interpretation services. PS/MS206M also posts signs at the entrance to the school informing parents of the interpretation services available. Currently, Spanish is the only language that more than 10% of parents have identified as their language of choice and this language is currently covered by the Translation and Interpretation Unit. If a language not already covered by The Translation and Interpretation Unit is identified as a language requested by 10% of parents we will obtain the documents and signage from the Unit. The school safety plan also includes procedures to ensure parents in need of language access services will be able to contact the school's administrative offices.

Parents are provided with monthly calendars, flyers and letters in English and Spanish notifying them of school events in a timely manner. Translations are provided at meetings, workshops, parent conferences and celebratory events. All parents receive a Parent Student Handbook, Code of Behavior and Homework Policy booklets in either English, Spanish or another language when requested . Our staff provides translated letters/memos to parents related to trip, curriculum topics and special events.

Parents of special education students and students being referred for services are afforded translation services as necessary. Permission slips and consent forms are routinely translated into Spanish prior to distribution.

## 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: PS/MS 206 M	DBN: 04M206
Cluster Leader: Christopher Groll	Network Leader: Lucius Young
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 3 # of certified ESL/Bilingual teachers: 3 # of content area teachers: 0

## 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:

PS/MS 206M, The Jose Celso Barbosa School is a 3-7th grade elementary and middle school in the East Harlem section of Manhattan. The staff at PS/MS 206M includes 1 certified ESL teacher and 3 certified bilingual teachers. The total student population at PS/MS 206M is 381 students. Among the 381 students at PS/MS 206, 51 students are English Language Learners (ELLs) 13.4% of the total student population. The home languages spoken by the ELLs include Arabic, French, Spanish, Wolof and Fulani.

The target population of the supplemental literacy program will be our population of Long Term ELLs (6 students) as well as the ESL students who received 1-2s on the ELA '12 (31 students) and 3rd grade ELLs (13 students). The program will support student development in the four modalities of reading, writing, listening and speaking and focus on reading non-fiction texts. The anticipated dates for the program will be January 2013 through May 2013, on Wednesday and Thursdays for 1.5 hours from 2:30-4:00pm. Sixth and Seventh graders will attend from 3:00-4:00pm.

There will be three teachers receiving training and instructing classes of heterogenous level groupings of ELLs, who will work for 3 hours weekly for 15 weeks.

Two of the three teachers in the program have a Bilingual Common Branch License and the third teacher has an ESL License. A fourth teacher will act as a substitute in case of a teacher absence, this teacher will be a common branch teacher with a bilingual extension or a teacher with a bilingual license.

After analyzing the NYSESLAT '12 and ELA results, the data shows that ELLs at PS/MS 206M, including our Long Term ELLs need additional instruction in their reading, writing and continued development in their listening and speaking. In order to address these needs, the Title III After School Program will use two programs, the Rigby, On Our Way to English Program and Achieve 3000.

The Rigby, On Our Way to English program includes thematic non-fiction based units that will be aligned with the Common Core Learning Standards (CCLS). The program includes leveled non-fiction reading texts, online tools for students and utilizes Marzano's six steps of vocabulary instruction to design lessons. The program also includes listening, speaking and writing components and includes assessments to identify instructional needs and create lessons based in the principal of Universal Design for Learning. Achieve 3000 is an online differentiated instruction program that focuses on non-fiction reading texts. The program will focus on the reading and writing components. Students will also participate in discussions about what they are reading with their peers and teachers. These discussions will build their listening and speaking skills. (Title III Funds will not be used to purchase these programs).

### 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:

A study group for staff delivering instruction and services to ELLs, including the Title III Program teachers will be held for one hour for ten weeks. These study groups will be based around the text, English Language Learners Day by Day K-6: A Complete Guide to Literacy, Content-Area, and Language Instruction by Christina M. Celic. This book walks teachers through best practices for instructing ELLs, is a practical guide for differentiation and how to set up a classroom environment that is beneficial to ELLs. This study group will help develop the staff knowledge of instruction for ELLs and create a community that ELLs thrive within. (Title III Funds will not be used to purchase these texts).

In addition, the Title III Program teachers will meet prior to the beginning of the program for a professional development workshop that familiarizes them with the curriculum for the program. This professional development will focus on using the Rigby, On Our Way to English curriculum and Achieve 3000.

### Part D: Parental Engagement Activities

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

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

Begin description here: At PS/MS 206M we believe that parental involvement creates a stronger community of learners and we strive to incorporate parents into all parts of their child's learning. Parents will be invited into the school prior to the beginning of the Title III After School Program for a breakfast orientation to the program. They will learn strategies they can use to help their child's English language development and be given information on the ESL programs available for parents throughout the city, including ESL classes for adults. Interpretation and translation will be provided to parents as needed.

In May, at the end of the program, parents will be invited to join their children on a field trip to explore one or more of the topics covered in the units of study from the, On Our Way to English program and Achieve 3000. This field trip will allow students to put their vocabulary and academic language into action in a real world environment. Students will use conversational English (BICS) throughout the day with their parents and peers. Students will also listen and use Academic English (CALP) as they listen to presentors and discuss what they are learning with their parents and peers. After the field trip, students will create a non-fiction text to share with their parents and peers about the day. The book will develop their writing skills and develop vocabulary.

**Part E: Budget**

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"><li>• Per session</li><li>• Per diem</li></ul>		
Purchased services <ul style="list-style-type: none"><li>• High quality staff and curriculum development contracts.</li></ul>		
Supplies and materials <ul style="list-style-type: none"><li>• Must be supplemental.</li><li>• Additional curricula, instructional materials.</li><li>• Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		