



Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: THE HORACE HARDING SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER -28/Q/206

PRINCIPAL: MRS. JOAN L. THOMAS

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SUPERINTENDENT: DR. BEVERLY FFOLKES BRYANT

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Joan L. Thomas	*Principal	
Gail Zabon	*UFT Chapter Leader	
Jennifer Flores	PTA President	
Maria Torres	DC 37 Representative	
	CBO Representative, if applicable	
Paula Villalva	Member/Teacher	
Linda Goldman	Member/Teacher	
Monique Brown	Member/Parent	
Sonia Chanani	Member/Parent	
Lavetta Smith	Member/Parent	
Rebecca Velasco	Member/Parent	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- **By June 2013, 15% of English Language Learners and 10% of students with disability in grades 3-5 will demonstrate increased proficiency in mathematics as evidenced by improved performance on CCLS aligned performance based year end tasks.**

Comprehensive needs assessment

After an analysis of the New York State Math scores for 2012 and the New York City Progress Report, it was determined that the students in the subgroups of ELLs and SWD in grades 3-5 did not make progress in the area of mathematics as evidenced by the growth percentile. As a result of this analysis, the school wide goal of increasing the proficiency level of the ELL and SWD students on the New York State Math test was developed.

Instructional strategies/activities

- In June 2012, the school was reorganized using a different model for the placement of ELL students. Students are placed in classes with their peers based on their ELL level with teachers who receive professional development from our certified ELL teachers in the school and our network specialists.
- ELL beginners receive ELL instruction in a separate location with a licensed ELL teacher.
- Students with Disabilities were reorganized and placed in their least restrictive environment due to the Special Education Reform.
- All teachers who have ELLs or SWD use summative/formative assessments, collection and analysis of student work, review of tasks in curriculum maps and student work folders to track their progress, design appropriate lessons and to group their students according to needs.
- All teachers who have ELLs or SWD will improve academic vocabulary development in mathematics through the regular engagement of tasks at different entry levels that focus on math concepts and vocabulary development. In addition, their inquiry focus is related to academic vocabulary in mathematics using the tiered model.
- A push in ELL model is used to service our ELL students who are at the intermediate level and advanced levels by certified ELL teachers.
- Teachers will be supported by our ELL teachers, Network Specialist and administration in the formation and execution of lessons that infuse practices that identify and differentiate instruction for our ELL students.
- Teachers will be supported by our SWD teachers, Network Specialists and administration in the formation and execution of lessons that infuse practices that identify and differentiate instruction for SWD.
- Formation of the "Children First Team" that is a combination of the PPT/RTI/Special Education Support Team to use data to track the progress of students.
- In October 2012, three Instructional Leads have been assigned in the area of mathematics to work with the classroom teachers on planning solid instruction that will meet the needs of different learners.
- Teachers will receive further support from ELL teachers, Network Specialist and administration through professional development that is geared toward the understanding of language acquisition and formulating the next steps for each child to move them towards proficiency.
- In September 2012, the HSP program was moved into grade 3. The Harcourt School Publishing program is now in K-3 with Everyday Math in grades 4 and 5. A full phase in is projected for September 2014.
- The math coach works with teachers and teacher teams to support teachers as they adapt the math curriculum to meet the needs of the ELL and SWD students.
- Teachers create and write rigorous tasks that have different entry levels for our ELL learners and SWD learners with the support of the math coach, instructional leads and the administration.
- Funds from the school budget are used to purchase V Math for our ELL students and our SWD for use in the school and at home.
- In December 2012, Title III funding will be used to provide additional support for our ELL students both during the school day and after school.
- All paraprofessionals in the school have been trained in Great Leaps Math to implement with our ELL and SWD students.
- Effective October 2012, through the network, we are working with NYU to support our ELL learners to meet the demands of the common core standards.
- Using the Danielson Framework, low inference observations are conducted in reference to Designing Coherent Instruction, Using Questioning and Discussion Techniques and Using Assessment in Instruction.
- Visits to other schools will be made to observe best practices in how to increase proficiency in mathematics

- In October 2012, the administration formed a school wide data team to track progress of students in our NCLB subgroups.
- The assignment of a data teacher on each grade to collect and analyze data for the grade.
- Early Morning Program which is a tutorial for students who are grouped according to their NCLB designation using research based methodology to address the needs of all learners.
- Continuation of the Math Olympiad program.
- The implementation of an after school program in mathematics that incorporates small group instruction and research based programs.
- Teachers implement UDL strategies within the classroom especially as they work with students who are placed in flexible groups for targeted support in order for them to meet the Common Core Learning Standards.
- Students are engaged with math tasks in their classrooms that allows them to work collaboratively with their peers on solving problems in math and explaining the process through conversations or in written form.

Strategies to increase parental involvement

- Provide materials and training to parents to work with their children to improve their child's proficiency level in mathematics at CCLS parent workshops that are facilitated by our parent coordinator, math coach and the administration.
- Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress by sharing the CCLS with parents at conferences and at parent CCLS workshops,
- Sharing information about school and parent related programs, meetings and other activities in a format and in languages that parents can understand.
- Support parents through workshops on how to use technology to work with their children at home.

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.

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

If other is selected describe here:

RESO A funding for Smart Boards and new laptops.

Service and program coordination

- Title I funding for a math coach
- Title I funding for an F status ELL teacher
- Title I funding for an afterschool program
- Title III funding for an ELL afterschool program
- School budget was used for the expansion of HSP Math into grade 3
- RESO A funding improved technology in that there are Smart Boards in all classrooms

- Parent Coordinator
- Network Support Team

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

- By June 2013, 20% of the students who have been identified as requiring RTI services will make one year progress and be at proficiency level for promotion as measured by identified promotional criteria.

Comprehensive needs assessment

After an analysis of the New York State Test scores in ELA and mathematics, the New York City Progress Report, student observations, teacher data talks, classroom assessments and formalized school assessments, it was noted that our students who are struggling to meet proficiency require a more structured approach to tracking student progress and providing supports that meet their individual needs.

Instructional strategies/activities

- In October 2012, an RtI point person was identified to oversee the implementation of the RtI model in the school and is supported by the administration and other RTI specialists. A “Children First” team is also formed to track students who are at risk of not meeting promotional criteria. A teacher on each grade is assigned to be the Data point for the grade and work with an additional teacher who is the inquiry point person for the grade to coordinate instructional activities. Responsible Staff: RTI point teachers, teachers, principal, assistant principal; Timeline: September 2012 – June 2013 Decision-Making Process/Assessment: Data meetings, and Children First Meeting.
- Grade level Inquiry Teams engage in inquiry work with the bottom third of their classes in an area that has been identified for focus based on data from different sources.
- School funds will be used to purchase research-based intervention programs such as V-Math, Voyager, Great Leaps Reading, Great Leaps Math etc.
- In September 2012, schedules were put in place to allow cluster teachers to work in classrooms where students, through the use of specific data, are being provided with Response to Intervention services.
- Teachers maintain assessment binders for their classes and are engaged in activities that provide them with opportunities to work with the data team to develop their expertise in using data to analyze and plan for their students’ needs.
- Data talks take place with the administration during the fall term and during the spring term.
- Student data is tracked by the principal using a teacher data tracking sheets, ARIS and Acuity.
- The Early Morning Program has been redesigned to provide one hour of RTI services for identified students four mornings a week prior to the start of the official school day.

- Professional Development is ongoing in the area of RTI, intervention programs, intervention methods and UDL both within the school and outside the school.
- All paraprofessionals have been trained in the use of Great Leaps Reading and Great Leaps Math. They have been assigned students for whom they maintain tracking folders. Paraprofessionals debrief with the RTI point person.
- “Lunch and Learn” sessions are in place to learn more about the different kinds of intervention that can take place in the classroom. These sessions are facilitated by teachers, administration and various service providers.
- The Wilson Reading Program that provides for Tier III intervention is conducted with students whose data indicate that they would benefit from the program.
- The Reading Recovery Program which is a Tier III intervention is conducted with students whose data indicate that they would benefit from the program.
- Resources are used to maintain an RTI specialist in the early grades and an RTI specialist in the upper grades as well as an IEP teacher.
- Teachers receive ongoing professional development on how to track and monitor students performance using online systems of assessment such a V-math and Acuity.
- Students are engaged in tasks that are aligned with the common core standards that utilize UDL and scaffolding to support their learning.
- In February 2013, the school will have an after school program in the area of ELA and math.
- In December 2012, the Title III after school program began.

Strategies to increase parental involvement

- Communication with parents of students who receive RTI services is frequent and consistent throughout the school year.
- In the spring of 2013, the school will implement the Learning Leaders Program so that parents can be trained in research based programs to provide additional support for students.
- Workshops are provided to parents such as Getting Ready for School, The Common Core Standards, and ELA Support for Parents and Math Support for Parents. Intervention At Home to Support Your Children, Reading Recovery, How to Navigate Acuity.

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.

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

If other is selected describe here:

Service and program coordination

- Title I funding for an ELA/Math after school program
- Title I funding for books/supplies and research based programs
- Title III funding for an ELL after school program
- Per session for ongoing professional development
- Math coach
- Parent Coordinator
- Network Support Team



ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

By June 2013, there will be a 5% increase in the total number of students performing at levels 3 and 4 in ELA and math as measured by a CCLS aligned rubric on performance base tasks.

Comprehensive needs assessment

After an analysis of the New York State 2012 test results and the New York City Progress Report, it was determined that the students in grades 3-5 are not performing at proficiency levels 3 and 4 on a consistent basis in the areas of ELA and Math. As a result of this analysis, the school wide goals of raising the percentage of students at level 3 and 4 in the areas of ELA and Math were designed.

Instructional strategies/activities

- For the 2012-2013 school year, the school will continue to incorporate the Common Core Standards in ELA and math.
- For the 2012 -2013 school year, the school will implement the instructional shifts in ELA and math that are outlined in the Citywide Expectations.
- In October 2012, teachers analyzed their state student data and created 4 groups of focus in their classrooms: Intervention (1.0-2.3) Bubble (2.4-3.2), Push (3.3-3.9) and Maintenance (4.0-4.9)
- Resources are in place to allow teachers planning time for creating common core aligned tasks in ELA and math that are at a DOK level 3 or 4.
- Students are engaged in common core aligned tasks that require high level critical thinking based on the DOK range of level 3 and level 4 throughout the school year.
- Students will be engaged in two ELA performance tasks that are aligned with the common core and target informational reading and writing, persuasive reading and writing and formulating an opinion.
- Students will be engaged in two rigorous mathematical performance tasks that are aligned with the common core and require students to model with mathematics and/or construct viable arguments and critique the reasoning of others.
- Teachers analyze the results in the 2 units in ELA and the 2 units in math to further inform alignment and the strengthening of instruction in these areas.
- Teachers receive ongoing professional development in the areas of Depth of Knowledge, Questioning, Close Reading, Open Ended math tasks, Navigating Informational text.
- Teachers implement technology in their classroom in the areas of ELA, math, science and social studies.
- Funding was used and will continue to be used to ensure that all classroom libraries are rich in nonfiction text, informational text and a wide range of complex text.
- Students will be engaged in an interdisciplinary curriculum that is designed by teacher teams.
- Students in grades 4 and 5 will continue to participate in the Math Olympiad which is a research based math program that allows students to move at their own pace and attain their individual goals.
- Use of HSP math curriculum in grade 3 and the continuation of the Everyday Math curriculum in grades 4 and 5.
- Student data tracking through the administration and the school wide data team.
- In spring of 2013, the introduction of the Fountas and Pinnell benchmark system.
- In the fall of 2012, the introduction of Performance Series in the areas of ELA and math for a system of gathering and tracking student data.
- Students are engaged in monthly writing tasks with a focus on writing in the content area.
- In February 2013, the start of an after school ELA and Math Academy three days a week for two hours.
- The continuation of the MyOn Reader technology program to increase student reading stamina and to also broaden the range of genres that students read.

- Early Morning Program for students in Science and Robotics.

Strategies to increase parental involvement

- Provide parents workshops that inform parents about the Citywide Instructional Expectations with particular emphasis on the instructional shifts.
- Provide power point handouts from content being covered, materials that parents can use with their children, and training to help parents work with their children to improve their child's achievement level.
- Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress.
- Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand.
- Support parents through workshops on how to use technology to work with their children at home.

Budget and resources alignment

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

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

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

If other is selected describe here:

RESO A funding for technology

Service and program coordination

- Math Olympiad Program is being used to challenge
- Title I afterschool program in the areas of ELA and Math
- Early Morning Program
- Title I funds for math coach
- Parent Coordinator
- Title I funds for books/supplies
- Smart Boards in all classrooms
- Network Support Team

ACADEMIC INTERVENTION SERVICES (AIS)

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

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Students in grades K-2 are given a preliminary ELA assessment in September 2012. This data is used to design RTI services for those students who have been identified as at risk through Monitoring for Progress. Students who are holdovers are also identified as being in need of RTI services. Students in K-2 receive Double Dose Foundations to address their letter recognition, letter sound relationships and phonemic awareness. Reading Recovery is provided for identified students who are at a level C in grade 1. This program addresses all components of Early Literacy. In January 2013 additional students in grade 1 are identified for small group	The delivery of service for the programs and strategies for ELA are delivered in many ways: small group instruction, whole class instruction, peer groups, one to one conferences, flexible groups, tutoring.	Services in ELA are provided before the official school day during Early Morning program, during the school day and after school.

	<p>instruction through Reading Recovery. In addition, identified students in are also engaged in Great leaps which addresses phonics skills. Students in Early childhood grades participate in shared reading, read aloud, guided reading, interactive writing and common core aligned tasks in ELA. In grades 3-5, students receive guided reading strategy lessons and/or writing support through one-to one conference during the school day. Identified students in grade 4 and 5 receive Tier III intervention through the Wilson Reading Program. Their word attack and decoding skills are addressed in this area. Identified students in grades 3-5 also receive intervention through the Voyager Passport Program which addresses all areas that strong readers must have to be successful. Grades 3-5 students receive guided reading, small group instruction, shared reading, read aloud and are engaged in project based learning.</p>		
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Mathematics	<p>Students in grades K-2 receive small group instruction in mathematics utilizing a hands on approach through the HSP math program. Students in grades 4-5 receive small group instruction in mathematics utilizing a hands on approach through the Everyday Math program. Great Leaps Math is implemented with students who have shown their area of improvement to be in computation. Students are also engaged in V-math which is a tech based math program for those students in grades 3-5 who were not proficient in math based on the scores from the prior year's state test. Math Olympiad is used to address the unique learning needs of our higher math students. Students are engaged in math tasks on a daily basis that allow them to work the problems out after thinking has been modeled for them and then use manipulatives to support them in the math process.</p>	<p>Math services are provided to students on a daily basis and in many formats: one-to-one conferences, small group instruction, whole class instruction, peer groups, flexible groups, tutoring.</p>	<p>Services in Math are provided before the official school day during Early Morning program, during the school day and after school.</p>

Science	Using an interdisciplinary approach, students read non-fiction science content during the Literacy Block. Students also are engaged in monthly writing activity tasks which focus on writing in the area of science. Vocabulary development is supported through this interdisciplinary approach to science. Hands on materials are also used to support learning as well as technology.	Science services are provided in a whole class model, small groups, flexible groups and peer groups.	Services in Science are provided before the official school day during Early Morning program and during the school day.
Social Studies	Using an interdisciplinary approach, students read non-fiction social studies content during the Literacy Block. Students also are engaged in a monthly writing activity task which focuses on writing in the area of social studies. Vocabulary development is supported through this interdisciplinary approach to social studies.	Social Studies services are provided in a whole class model, small groups, flexible grouping and peer groups.	Services in Social Studies are provided during the school day.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	The school guidance counselor meets with her mandated students as well as her at risk students.	Guidance services are provided in a small group or one-to-one.	At-risk services for social/emotional needs are provided during the school day.

	The school psychologist works with students in the area of improving self-esteem when it comes to learning. The school social worker meets with her mandated and non-mandated students.		
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HIGHLY QUALIFIED TEACHERS (HQT)

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

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

PS 206 Q attracts highly qualified teachers by our rigorous interview protocols:

- PS 206Q hiring committee discusses interview questions and demo lessons prior to interviews
- Open Market search for candidates
- Candidates meet with Hiring Committee (staff and administrators)
- Candidates teacher a demonstration lesson with children from PS 206Q

PS 206Q retains and nurtures teachers by:

- Providing numerous common planning periods with grade-level colleagues
- First year mentoring program. PS 206Q provides second year mentoring when needed
- Formal observations by supervisors with feedback
- Professional development opportunities include Election Day and Brooklyn-Queens Day PD, monthly grade conferences, monthly faculty conferences, weekly Inquiry Team meetings, Network 209 PD and DOE workshops
- PS 206Q differentiates professional development

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

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

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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 Marlene Wilks	District 28	Borough Queens	School Number 206
School Name Horace Harding			

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

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

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

Total number of students in school	627	Total Number of ELLs	139	ELLs as share of total student population (%)	22.17%
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Part II: ELL Identification Process

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

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

Part II: ELL Identification Process

2011-2112

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

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

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

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

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

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

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

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

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

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

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program

Yes

No

If yes, indicate language(s):

Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
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Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

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

B. ELL Years of Service and Programs

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

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

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

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

C. Home Language Breakdown and ELL Programs

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

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____ Asian: ____ Hispanic/Latino: ____
 Native American: ____ White (Non-Hispanic/Latino): ____ Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

A. Programming and Scheduling Information

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

A. Programming and Scheduling Information

IV. Programming and Scheduling Information:

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

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

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

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

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

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

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

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

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

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

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

5a. SIFE Students:

A. Programming and Scheduling Information

Students with Interrupted Formal Education (SIFE) will be identified for classroom teachers upon entry to the school community. Personnel, as well as other related service providers, will be alerted to and assigned to provide at-risk support for the children. Special attention will be given to strengthen social and academic areas of need. As indicated in the Newcomer category, classroom interventions and At-Risk Academic Intervention Services will be provided for these SIFE children. SIFE students are welcomed into the Title III After School Program.

5b. Newcomers: Newcomers include any English Language Learners with less than 3 years in the English speaking school system. Our new ELL students are provided with an orientation into their new class setting. Efforts are made to scaffold the class work appropriate to their level of language acquisition, and they are paired with a learning partner. They are given picture dictionaries or dictionaries and subject glossaries in their native language, if available. These children are invited to attend the Extended Morning Program and/or the Title III Program. Parents of these students are invited to attend various workshops that would support their child's learning. These adults are offered strategies and access to various tools/resources that they can use to work with the children at home. Thereby, this valuable information increases their child's English acquisition, as well as their own.

Classroom teachers are provided with instructional strategies that need to be implemented to facilitate optimum learning opportunities for the ELL child. There is particular focus on the individual classroom learning environments to ensure that supports are in place for these students. Visual representations are great for ELLs. Language prompts are beneficial for all students. These include the labeling of items in the room; classroom library with an increased number of native language books; the scaffolding of questioning strategies; the assignment of peer buddies and team building structures to increase the sensitivity and appreciation of cultural diversity within the school community.

Additionally, ELLs who take the ELA test after one year need special attention. As they adjust to the new country, new culture, and new language, the ELLs apply reading strategies, acquire extra vocabulary, and become familiar with different writing styles. These newcomer ELLs can also take advantage of the Extended Morning Program and Title III enhancement program to prepare themselves for the standard-based examinations.

5c. ELLs Receiving Service 4 to 6 Years:

These English Language Learners are provided with additional Academic Intervention Services where they work in small groups for literacy, writing and math either before school hours and/or during the instructional day. These children are monitored closely as are all other at-risk students and are offered the full range of intervention services available. They are invited to the supplementary services of Title III After School Program.

5d. Long Term ELLs

Long term English Language Learners are provided with Academic Intervention Services where they work in small groups for Literacy and Math either before school hours or during the instructional day. These children are monitored closely as are all other At-Risk students and are offered the full range of intervention services available

6. In math and science instruction manipulatives and actual simulations provide ELLs with the access to content specific concepts and principals. The Smartboard technology offers ELLs and general education students a visual, interactive, engaging arena that encompasses the learning objectives. Language prompts such as sentence starters or fill-ins allow students to speak and respond with academic rigor.

7. P.S. 206 uses curricular flexibility in allowing the ESL pull-out team, the ability to immerse ELLs in an ESL print-rich, safe, and secure environment. Language can flow positively through reduced fears in making language errors. Class assignments are modified and approximated in the ESL pull-out class to meet the classroom criteria.

A. Programming and Scheduling Information

Instruction is flexible in that ESL teachers are utilizing a hybrid program to meet the needs of basic beginners to advanced ELLs on the cusp of proficiency.

Scheduling is also flexible. Classroom teachers will adjust their daily programs so that the advanced or intermediate ELLs can benefit from their added instruction during crucial or particularly taxing concepts/vocabulary.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

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

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports

across the program models. Please note that native language support is never zero.

across the program models. Please note that native language support is never zero.			
Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

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

8. Implications: Intervention Programs

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

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

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

9. ELLS Who Have Tested Out:

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

10. New Programs:

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

11. Discontinued Services for ELLs:

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

12. ELLs' Equal Access

ELLs are an integral part of the school population. They participate in all programs available at this time. During the day, ELLs enjoy computer classes, various activities of physical education, music either from singing, recorders, or keyboards, and the creativity that comes from art. We look forward to evening Gallery of Art Presentation in June, 2012. We are amazed what the ELLs and general student population "churn up" with their science project exhibits.

As part of the community involvement ELLs come with their parents in pajamas for Reading by Twilight. Later on in the school year ELLs will participate in upcoming school events.

13. Instructional Materials/Resources:

Instructional materials used to assist our English Language Learners, include a variety of supplementary resources that support the literacy, math, and content area instruction in science and social studies. These include a broad spectrum of print, visual, and digital resources designed to assist the learner in further increasing English language proficiency. Additionally, ELLs are receiving services from staff, who are constantly trained in Foundations, Wilson, and Special Education Tracking. The ELLs take advantage of the Extended Day Tutorial, working in listening, speaking, reading, and writing skills. Technology is infused at all levels, and ELL students will have increased opportunities to further enhance their skills utilizing our Computer Lab as well as the portable wireless laptops.

14. Native Language Support:

Newcomers are paired with native language buddies for acclamation to the new school, new food, new language, and new culture. They are constantly reminded to use their glossaries and dictionaries in the classrooms. Personnel and parent volunteers are tapped for their translated services when necessary.

15 Required Services Support/ Resources for ELLs' Age and Level:

As reiterated previously in the LAP, picture dictionaries, native language dictionaries, and glossaries are provided for the ELLs. Leveled books for guided reading are supplied to the staff in order to support the ELLs in learning vocabulary and reading strategies. Foundations/Wilson materials allow early childhood ELLs to learn and understand the letters and sounds associated with "tapping." Flashcards and games to reinforce literacy skills are beneficial and age appropriate for the ELLs. Classes in technology, art, math, science, and social studies are always considered in regards to the ELLs' age and proficiency level.

16: Activities Prior to beginning School Year

During the interview for the Home Language information Survey with the parent/guardian/caregiver and the child, ESL teachers, or translated staff member, or Parent Coordinator can share the school lay-out and routines of the day. The parent receives a list of school supplies. The guardian is encouraged to ask questions. We are here to answer questions, to make the new ELL feel comfortable, and escort him/her to class.

17. Language Electives Offered to ELLs:

None at this time.

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.

D. Professional Development and Support for School Staff

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

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

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

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

Children First Network:

This year the Children First Network has initiated a series of Literacy Seminars, as we embark on the road to the new state test format. This coincides with the alignment of the New York State Common Core Standards.

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

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

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

E. Parental Involvement

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

E. Parent Involvement:

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

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

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

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	17	22	10	10	5	4								68
Intermediate(I)	1	4	6	8	3	9								31
Advanced (A)	5	1	9	6	10	9								40
Total	23	27	25	24	18	22	0	0	0	0	0	0	0	139

NYSESLAT Modality Analysis

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

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

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

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

New York State Regents Exam

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

Native Language Tests

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

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

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

B Assessment Data

The school uses a variety of assessment tools to assess and measure the early literacy skills of English Language Learners. Among these are Fountas and Pinnell Benchmarks, Teachers College Reading and Writing Workshop, Foundations Benchmarks (Probes), in addition to the city-mandated Acuity assessments and state mandated ELA, math, and science tests. Data from analyzing the New York State English as a Second Language Achievement Test is incorporated.

At all times, it is our priority to implement a uniformed research/standards based, rigorous curriculum for all students. There is consistent attention to ensure the active engagement of all ESL students in the areas of listening, reading, writing, and speaking. In designing and implementing data driven instruction, LAB-R, NYSESLAT, Acuity Assessments, Teachers' College Assessments, and state mandated exams will be analyzed and implications made clear to guide best practices. In addition, there will be major emphasis placed on differentiating the instruction for all our ELL students at varying stages of language acquisition, ensuring that pedagogical staff members are well informed and equipped with the necessary resources to address the developmental needs of these students (Newcomers, SIFE, Special Needs, and former ELLs included.)

When we examine the data, we find many trends that can help us further drive our instruction. We have noticed, that in the past, students have had many difficulties with reading and reading comprehension. In response to this, we have implemented several school-wide programs which help to reinforce literacy skills taught in the classroom. Within the classroom, consistent monitoring of student progress through guided reading, strategy lessons, and conferencing is done by every teacher and extra conferencing is done by the ESL teachers for ELL students. Comments pertaining to student progress and areas that need development are kept in literacy and writing binders, which every teacher keeps in his or her classroom. Additionally, through research conducted by our Inquiry Team we have initiated a vocabulary focus. Children are exposed to Tier II words through specialized activities such as the Intensity Thermometer and Morphology. This intensive vocabulary work has shown an increase in reading comprehension among the targeted group.

Our school continues to nurture student's love of reading. In order to foster this kind of school environment, we offer family literacy programs such as Reading by Twilight, PTA-sponsored book fairs, Weekly Readers, A Time for Kids subscriptions, and Scholastic Book Clubs. Specifically for ELLs, we have developed an after school Title III enrichment program which continues to support the four skills of reading, writing, listening, and speaking.

Whereas we acknowledge these improvements in reading, our NYSESLAT data continues to indicate student weakness in writing skills. We find that ELL students need to move beyond simple sentence structure to include more complex and varied sentence structure, broader vocabulary, and a great understanding of syntax and grammar.

As a school, we have a joint interest in moving these students forward. We have begun to look at different ways to incorporate strategies that will help our students improve upon their writing. During Writer's Workshop, classroom teachers and ESL specialists are conferencing with students on their writing on a consistent basis. The school's Inquiry Team has also been investigating ways to expand student

vocabulary, looking specifically at the way morphological structures and metalinguistic awareness can assist ELLs in identifying more challenging Tier II words and encouraging students to use these words in their writing and daily communication. The school has also been looking more specifically at how we are modeling sample writing lessons-understanding how, as educators, we must “show” more than “tell”, specifically in our daily interactions with ELLs. We are also looking more closely at ways to incorporate language objectives into daily planning. These are strategies that we hope will benefit ELLs-in addition to students school-wide.

While we look at the NYSESLAT data as only one piece of the data and information equation, it provides us with an understanding of where we are and how we will continue to move our students. The data shows us that reading and writing are the skills that are giving students the most difficulty. As deliberate practitioners, we are aware that we must focus much of our efforts on reading and writing without compromising speaking and listening skills. In other words, we approach our ESL instruction with an acknowledgement that we need to continually develop cognitively demanding instruction that builds on student strengths and strive to improve on student weaknesses.

NYSESLAT Modality Analysis supports the claim “As deliberate practitioners, we are aware that we must focus much of our efforts on reading and writing without compromising speaking and listening skills. In other words, we approach our ESL instruction with an acknowledgement that we need to continually develop cognitively demanding instruction that builds on student strengths and strive to improve on student weaknesses.”

We are aware of how ELLs can be “stagnate.” For example, an ELL has been at the Advanced level of proficiency for 3 consecutive years. We can use Foundations to help with decoding. ESL modified guided reading can be utilized for comprehension skills. We stress how consistently scaffolding ESL strategies and methodologies are important to reinforce reading strategies and writing skills.

We understand data determines the success of the ESL program – the subgroups improving from Beginner to Intermediate, from Intermediate to Advanced, from Advanced to Proficiency in the English Language. However, we see success in the students’ eyes when they can accomplish a small task – nodding and understanding a word or phrase, communicating with a classmate, creating a play. Language is always evolving, and there is no finality to it. It is our goals as educators to support language acquisition. It will be reflective in the data.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01

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

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 28Q206 **School Name:** 206

Cluster: 2 **Network:** 209

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

Part A: Needs Assessment Findings

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

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

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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

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

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

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

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

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: PS 206	DBN: 28Q206
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: <u>38</u>
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 type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 2
of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

The population of P.S. 206 reflects the diversity of the surrounding community. Of our 630 students, 33.17 % are Hispanic, 0.95 % is American/Indian/Alaskan, 17.30 % are Asian, 0.31 % is Hawaiian/Pacific Islander, 18.88 % are Black. 28.57 % are White, and 0.79 % is Multi-Racial. The native languages include Spanish, Russian, Uzbek, Bengali, Mandingo, Chinese, Korean, Arabic, Haitian Creole, Fulanese, Nepalese, Tibetan, Hindi, Urdu, Hebrew, Serbian, Persian, and French.

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

There was a total of 150 ELLs who took the New York State English as a Second Language (NYSESLAT) given in the Spring of 2012. The results from Spring 2012 indicate that 12.0 % or 18 former ELLs, are now proficient. With results from the NYSESLAT 2012 and LAB-Revised 2012, thus far, we have 47.8% or 73 ELLs, who are Beginners, 21.0 %, or 31 ELLs, who are Intermediates, and 26,8 % or 37 ELLs, who are Advanced.

We, therefore, propose the following program:

For 2012-2013 Title III ELL After School Program will be set up for students in Grades 3, 4, and 5. Beginners, Intermediates, and Newcomers will be invited to attend the program on Mondays, Tuesdays, and Wednesdays. Each class will commence at 3:00 P.M. Students will be dismissed at 4:30 P.M. At this point, 38 ELLs have accepted the invitations to attend Title III ELL program. The program began on Monday, December 3, 2012 and will end on Wednesday, March 13, 2013.

Instruction will be provided in the English language by 2 licensed ESL teachers and 1 general education/content area instructor very knowledgeable in the necessary techniques and scaffolding needed for ELL learning. The three teachers will work together as a team. However, each teacher will focus on the specific modalities of listening, speaking, reading, and writing in language acquisition.

One ESL specialist works with one group of ELLs on Listening and Speaking in one classroom. The other ELL teacher and common branch instructor will team teach with the other two grades in the beginning of the lesson and then branch off into one area of Reading and the other of Writing.

To clarify the schedule, please see the number of ELLs per grade: Grade 3 = 21 ELLs, Grade 4 = 8 ELLs, Grade 5 = 9 ELLs.

For example: Monday -

Part B: Direct Instruction Supplemental Program Information

Grade 5 Listening/Speaking Team teaching informational text with Grade 3 then going into Reading concentration and Grade 4 then going into writing extension in the same room

Tuesday

Grade 3 Listening/Speaking Team teaching balanced literacy with Grade 4 later working on writing skills and Grade 5 later concentrating on reading strategies in the same room

Wednesday

Grade 4 Listening/Speaking Team teaching first, then Grade 5 focusing on Reading comprehension afterwards and Grade 3 focusing on writing techniques in the same room

The staff members will be simultaneously working on areas aligned with the NYSESLAT. Teachers will plan various ESL strategies and activities to be used in the balanced literacy model. We will concentrate on inter-active read-alouds, model reading, shared and paired reading, and shared, paired, and interactive writing. Academic rigor and content vocabulary will play a tremendous impact in vocabulary identification and development.

For example, using On Our Way to English materials, Title III ELLs will read and study a Pocketful of Opossums. From there they will create their own personal timelines. ELLs will engage in peer self-editing. Their four ESL modalities of listening, speaking, reading, and writing are embraced as they share their information. ELLs will be encouraged to ask questions about their classmates' timelines. This particular project/task is aligned with the New York Common Core Standards in Social Studies. Culminating activities will result in sharing and displaying of the ELLs' timelines (the past, the present, and the future dreams.)

ELLs will enjoy and benefit from the Benchmark leveled sets of Personal Narratives, Persuasive Letters, Biographies, Informational Text, and Pourquoi Tales. The units provide explicit lessons that will improve literacy, language, and content understanding. These lessons build up process-writing skills and academic oral language. Students' listening, speaking, reading, and writing skills will be further reinforced through NYSESLAT information and getting ready for the NYSESLAT in the Spring of 2013.

Another series we are looking forward to reading is the Benchmark English Explorers in the area of science, "What Changes Our Earth." ELLs will discover Earthquakes, Erosions, and Glaciers. Students will work on content vocabulary, sentence structure/language concepts, high-frequency words, visualizations, comprehension focus on identifying cause and effect and summarizing, and finally text and graphic features.

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

Part C: Professional Development

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

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

Part C: Professional Development

- name of provider

Begin description here:

We are fortunate again to have the Children First Network staff support. This year Network 209 is continuing the series of Literacy Seminars for the second year. The team attends the monthly day long informational meetings, and they turn-key the format to the rest of the staff during Faculty Conferences, grade conferences, and Staff Development Days. The focus continues to be on informational text with emphasis on persuasive reading and writing. We do understand and embrace the New York State Common Core Standards, instructional shifts, and new state test format. "It's non-negotiable."

We also have a Math Team who attends their sessions and turn-key to their colleagues in the same manner, as the Literacy Team. Since math is our Inquiry Focus this year, we want to make sure the ELLs' needs are being addressed.

P.S. 206 is also participating in the CFN 209 NYU Cohort. Pierre Galvez, our Director of ELL Student Services, arranged this professional development series. ESL teachers and classroom teachers with a large ELL population attend monthly meetings. The purpose is to learn and apply concrete questioning techniques. The Depth of Knowledge wheel is our guide for effective questioning and discussion techniques in an ELL classroom .

We have scheduled three half-hour slots weekly to plan for the Title III After School Program. We want to be the same page, to use the same content area, and to be consistent in the delivery of ESL services to our ELLs. Using data from ARIS, reading levels, and NYSESLAT, we design and develop language support lessons for vocabulary, think-alouds, interactive read-alouds, and small group instruction. We discuss each ELL's strong and weak points and plan appropriate differentiated instruction.

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:

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

Part D: Parental Engagement Activities

Parents/caregivers will be invited in January, 2013 for the publishing part of the ELLs' timelines. These social studies projects will showcase the ELLs' lives in the native country and their dreams for the future. In February the parents/caregivers will learn about Chinese New Year. In March we will inform the parents/caregivers about the NYSESLAT and how they can help their children feel comfortable about the state assessments. As the after school program winds down, parents/caregivers will be invited to attend the Title II ELLs' final celebration of the year. The students can either share their reflections or their own creations.

Part E: Budget

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

Allocation Amount: \$0

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

