



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**

**COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**School Name:** PS/MS 206

**DBN (i.e. 01M001):** 04M206

**Principal:** CAMILLE FORBES

**Principal Email:** CFORBES2@SCHOOLS.NYC.GOV

**Superintendent:** ALEXANDRA ESTRELLA

**Network Leader:** LUCIUS YOUNG

### School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Camille Forbes	*Principal or Designee	
Victor Diaz	*UFT Chapter Leader or Designee	
Cristina Alcivar	*PA/PTA President or Designated Co-President	
Wanda Rosado	DC 37 Representative, if applicable	
Karime Sidibe	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Dominic Ciliotta	Member/ Teacher	
John Dekams	Member/ Teacher	
Angela Cadogan	Member/ Parent	
Wanda Rojas	Member/ Parent	
Lynne Rivera	Member/ Parent	
Christine Napoleoni	Member/ Parent	
	Member/	

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note:** If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

## CEP Checklist

### ***All Schools***

Indicate using an "X" in the box to the left of each section that the section has been completed	
<b>X</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>X</b>	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
<b>X</b>	<b>Academic Intervention Services (AIS)</b>
<b>X</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>X</b>	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

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

### Annual Goal #1

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

To improve staff accountability for continuous improvement. By May 2014, 100% of teachers will receive written and/or verbal feedback after each observation, based on evidence-based system of the Danielson Framework For Teaching, that focuses on teachers' individual professional goals and improved student learning for all students, including populations of subgroups.

### Comprehensive Needs Assessment

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

The school's Progress Report 2012-2013 reveals students' progress rating of A (39 out of 60) and performance rating of A (18.4 out of 25) and Closing the Achievement Gap 5.8 out of 17, indicating a strong need to address and improve teachers' pedagogical practices in order to ensure improved student outcomes for all students, and especially those of the subgroups of English Language Learners, Students with Disabilities, and Students at the Lowest Proficiency Level Citywide.

The school's most recent Quality Review Report (2011-2012) cited the following "what the school needs to improve" bullet:

"Standardize support for teacher growth by providing frequent feedback and next steps using a research-based framework. (4.1)

School leaders and teachers have agreed upon a common framework for teacher observation. However, the principal has not set a system for all administrators to conduct frequent cycles of observations and provide feedback about teachers' strengths and areas for improvement aligned to their individual professional needs based on observations, nor have all teachers develop their own goals for professional growth. The school provides opportunities for professional learning aligned to school-wide initiatives but not yet with teachers' individualized professional needs. As a result, the school's ability to identify specific, targeted next steps to improve teacher effectiveness is hindered."

### Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### A. Strategies/activities that encompass the needs of identified subgroups

Strategy-Principal will implement a fully functional system of observations and feedback to hold Principal and teachers accountable for continuous improvement, using student data, feedback, and professional development opportunities.

1.Activity-A minimum number of frequent classroom observations, using Charlotte Danielson's Framework For Teaching and adhering to the guidelines of ADVANCE Evaluation SYSTEM, including option 1 (minimum of 1 Formal Observation plus 3 Informal Observations) or Option 2 (minimum of 6 Informal Observations), with oral/written feedback provided to all teachers within 48 hours.

2.Activity-All teachers will complete a minimum of 2 self-reflections on their teaching practices, based on their professional goals, student learning outcomes, and feedback provided by supervisors, mid-year, and end of year.

3.Activity-Pre and post observation conferences and feedback between Principal and teachers will focus on pedagogical practices, using Charlotte Danielson's Framework For Teaching, leading to the improvement of student learning outcomes and the attainment of teachers' goals.

4.Activity-Professional Development opportunities will be provided to all staff, based on the differentiated professional needs of teachers and paraprofessionals to support and strengthen teaching practices.

#### B. Key personnel and other resources used to implement each strategy/activity

1.Consultant will work with Principal on effective classroom observations and feedback

2.DOE Talent Coach will meet with the Principal to support the implementation of ADVANCE requirements and Danielson Framework For Teaching Rubrics

3.Principal will meet with teachers in one-on-one feedback sessions several times throughout the year.

4.All Teacher Teams and subgroups of teachers (such as new teachers, teachers preparing for tenure) will collaborate in grade level and content area meetings.

Consultant will meet with all staff to support their full implementation of ADVANCE and best instructional practices.

#### C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. All teachers will receive feedback and reports connected to the minimum number of observations, according to their selected observation options

2.Self-reflections will be used both prior to and post each observation to measure the alignment between teachers' goals, student achievement, and observed practice.

3.50% of lessons observed will increase their HEDI rating in at least 2 components from original lessons observed and subsequent lessons observed.

4. Agendas, minutes, and documentation forms will reflect teachers' expertise in assessments of Common Core Learning Standards curricula, instructional practices, and student work, with appropriate implications and plans for next instructional steps to support improved student outcomes.

**D. Timeline for implementation and completion including start and end dates**

1. Beginning October, 2013, after initial one-on-one IPC conferences with all teachers in September 2013, and continuing weekly until May 2014..
2. Two times during the year, during mid-year conferences in January 2014 and ending at end of year conferences, May, 2014.
3. Beginning September 2013 and continuing on an ongoing, frequent basis, with feedback provided no later than one week after observations, ending in May, 2014.
4. Beginning in October, 2013, Teacher Teams will meet weekly and end in June, 2014.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Prep periods provide time to meet with teachers - No cost associated with this activity.
2. Prep periods; Planning Sessions with Literacy Coach and PD sessions on Danielson built into teacher team meetings and half-days - Literacy Coach funded through Title I SWP – No cost is associated with other activities.
3. Prep periods – No cost associated with this activity.
4. Common Preps and Extended Day Teacher Team Period - No cost associated with these activities.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- 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
- 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
- Actively involve and engage parents in the planning, review and evaluation of the effectiveness of the PS/MS 206'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
- School Leadership Team meetings scheduled in consideration of parents' needs.
- Provide all relevant school data and information to empower parents to be actively engaged in meaningful ways.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	X	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Title I SWP

**Goal and Action Plan #2**

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

**Annual Goal #2**

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

To develop a data-driven school culture that is based on student needs, assessments, and analysis, informing instruction and resulting in greater student achievement outcomes. By June 2014, the vast majority of teachers' assessment practices will consistently reflect the varied use of ongoing checks for understanding, student self-assessments, and effective feedback to students so that teachers make effective adjustments to meet all students' learning needs and students are aware of their next learning steps.

**Comprehensive Needs Assessment**

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

The school's most recent Quality Review Report (2011-2012) cited the following "what the school needs to improve" bullets:

"Formalize the way by which individual teachers collect and organize rubric-drive and anecdotal data to develop a cohesive school-wide grading policy. (2.3)

Teachers across the grades use a variety of data streams, including conference notes, unit tests, homework projects and rubric commentary, to gauge individual student mastery of content and skills in assorted subject areas. However, in some grades, teachers do not utilize this data effectively in identifying the overall student trends within their respective classrooms. Consequently, without administrative support, not all teacher teams are equally adept in identifying grade-wide trends and addressing immediate needs. In addition, not all teachers share a common lens for weighing the various assessments methods to then consistently assign grades to students. As a

result, the absence of a grading policy does not fully support all families in authentically owning the performance trends of students.

Formalize periodic check-ins, focused specifically on systems for reflecting on performance data, organization and performance report dissemination, so that structures are evaluated and revised in a timely fashion. (5.2)

Currently, staff members convene several times during the week to engage in conversations about the trends identified in student interim assessment data, student work, and one-on-one conferences. Additionally, teachers constantly discuss assessment practices, data collection, and the grading policy at the school. However, a calendar for systematically discussing evaluating and modifying necessary changes throughout the year based on data has not yet been formalized. Therefore, the school has not yet evaluated the efficacy by which assorted student data is organized, limiting opportunities for the school to build alignment between the use of these data tools and teacher teams' structured professional collaboration."

### ***Instructional Strategies/Activities***

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **1. Strategies/activities that encompass the needs of identified subgroups**

Strategy-The Principal and teachers will develop and participate in a data-driven school-wide culture, based on students' needs, assessments, and analysis to inform instructional next steps, resulting in improved student achievement.

1. Activity-All Teacher Teams (Grades and Content Areas) will evaluate student work/assessments at least 4 times per month, using a prescribed protocol for Looking At Student Work and Common Core Learning Standards-aligned RUBRICS and will meet to share best instructional practices with Danielson artifacts, developed during the 2013-2014 school year.
2. Activity-The Principal will review and analyze the documentation forms submitted by the Teacher Teams and will meet with the Teacher Team facilitators, on twice a month, to determine the effectiveness of the Teacher Teams and their growing capacity to rigorously evaluate student work products and make appropriate and effective next instructional steps to improve student performance.
3. Activity-All teachers will participate in Professional Development workshops that focus on best practices of using assessments in instruction and providing effective feedback to students, using Common Core Learning Standards RUBRICS (Danielson Framework For Teaching component 3d).
4. Activity-All teachers will write a minimum of 5 highly effective lessons, as per the Danielson Framework For Teaching, using the evidence of student work to make modifications and revisions, to meet the learning needs of the diverse subgroups in the classrooms.

#### **2. Key personnel and other resources used to implement each strategy/activity**

1. All Teacher Teams will collaboratively Look at Student Work, at least 4 times per month and collaboratively meet to Share Best Instructional Practices, with Danielson artifacts, 2 times per month.
2. Principal will review and analyze the documentation forms submitted by the Teacher Teams and meet with Teacher Team Facilitators
3. Coach, Staff Developers, and Consultants will plan and conduct Professional Development workshops.
4. All teachers, with support of coaches, staff developers, Teacher Team Facilitators and consultants will write a minimum of 5 highly effective lessons, as per the Danielson Framework For Teaching, using student work to drive instructional decisions to meet the diverse learning needs of subgroup populations, such as ELLs and SWDs.

#### **3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Documentation Forms have been developed for teachers to complete and submit to the Principal after each Teacher Team meeting to evaluate effectiveness of the content and processes of the Teacher Teams.
2. Documentation Forms have been developed for teachers to complete and submit to the Principal after each Teacher Team meeting to evaluate effectiveness of the content and processes of the Teacher Teams.
3. Teacher Reflection Forms will be implemented after each Professional Development workshop to determine effectiveness of the PD provided. Principal's observations will reflect teachers' planning and implementation of strategies and pedagogical practices presented.
4. Lesson plans and classroom observations will reflect levels of performance, as rated by the Danielson Framework For Teaching Rubrics.

#### **4. Timeline for implementation and completion including start and end dates**

1. Teacher Team meetings begin In October,2013, and are conducted weekly, according to the school's year-long calendar
2. Principal will collect and review documentation forms on a bi-monthly basis, starting in October, 2013 and ending in June, 2014.
3. Beginning in September, 2013, Professional Development workshops will be provided at monthly faculty conferences; Professional training for Guided Reading Instruction will take place weekly; Professional Development will be provided during weekly designated preparation periods for targeted teachers, starting in September 2013 and ending in June, 2014.
4. Beginning in September, 2013, Teacher Teams will meet weekly after-school, during Extended Day sessions to collaboratively and weekly during common prep periods develop a minimum of 5 Highly Effective lessons between September 2013 and June, 2014

**5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Teacher Team Meetings during Tuesday’s extended day and a common prep period each week – No cost is associated with these activities.
2. Monthly teacher team facilitator meetings and the teacher team facilitators maintain binders with agendas, minutes and feedback forms. – Per Session is paid to the team facilitators using TL FSF.
3. Lunch and Learn PD Sessions on Danielson; Faculty Conferences, Grade Level Meetings and Teacher Team Meetings – Consultant’s PD services are funded through TL FSF.
4. Extended day period on Tuesdays dedicated to Teacher Team Work; Common Prep Periods; Planning time with the coach and Reading AIS Provider – AIS Provider is funded using TL FSF. No cost is associated with the other activities.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

- 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
- 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
- Actively involve and engage parents in the planning, review and evaluation of the effectiveness of the PS/MS 206’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
- School Leadership Team meetings scheduled in consideration of parents’ needs.
- Provide all relevant school data and information to empower parents to be actively engaged in meaningful ways.

**Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

<b>X</b>	<b>Tax Levy</b>	<b>X</b>	<b>Title IA</b>	<b>X</b>	<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #3**

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

**Annual Goal #3**

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

To cultivate the development of overarching systems and partnerships that support and sustain students’ social and emotional developmental health. By June 2014, 100% of students will participate in and benefit from programs and activities, i.e. PBIS, Wediko, Ramapo and the ASD Nest program that support their social and emotional well-being and prepare them for college and career, as measured by school-developed surveys that will measure the impact that the programs have had on the classroom and school environment and the way in which that impacted student achievement.

**Comprehensive Needs Assessment**

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

The school’s most recent Quality Review Report (2011- 2012) cited the following “what the school does well” bullets and we strongly believe that this goal requires our consistent attention in order to ensure our continuing support for the development of the whole child, taking into consideration their social and emotional well-being: “Effective student support services and successful partnerships with outside organizations provide students with a wide range of opportunities to grow academically and socially. (4.4)

The school’s social worker, coach from the Asperger Spectrum Disorder (ASD) program and the Ramapo Project provide well-delivered professional development to staff, thus ensuring that they are better prepared to provide requisite support to students. Partnerships such as focused collaborations with Ramapo, Hunter College and City Year integrate well with school-based supports throughout the day to meet students’ academic and social-emotional needs in a cohesive manner.

External partnerships such as Healthy Schools Healthy Families increased students and staff awareness of nutrition, physical activity and health issues, thereby exceeding standardized criteria in physical activity and overall implementation of a School-Wide Healthy Snack Policy. This work resulted in the school receiving an award for exceeding standardized criteria. These supports are deeply embedded in school culture and directly increase their motivational levels, leading to improved student outcomes.”

## **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

### **1. Strategies/activities that encompass the needs of identified subgroups**

Strategy-All school constituents will participate in development of overarching systems and partnerships that sustain and support social and emotional developmental health of students.

1. Activity-The school Dean, SAVE Room Teacher, Social Workers and Parent Coordinator meet regularly with students and families, throughout the year to track, monitor, and proactively support students' social and emotional growth.
2. Activity-Students participate in Student Government Meetings and plan and enact activities, responding to the social and emotional needs of students.
3. Activity-Community-Based Organizations, such as City Year and WEDIKO, provide services to children and families and collaborate with school personnel, including but not limited to, the Principal and teachers.
4. Activity-Teachers and Parents participate on School Leadership Team committees and subcommittees to address issues of safety.
5. Activity- The school utilizes **PBIS, Ramapo, WEDIKO** and the **NEST** Program to ensure a safe, orderly, respectful school community and address the needs of our ASD population.

### **2. Key personnel and other resources used to implement each strategy/activity**

1. Dean, SAVE Room Teacher, Social Workers, Parent Coordinator meet with students and families and Community Based Organization personnel interact with school constituents.
2. Designated teacher serves as Student Government Advisor to Student Government.
3. Staff from other CBOs, as well as school staff provide after school programs.
4. Equal number of parents and school staff meet in School Leadership Team meetings and participate in subcommittee planning sessions.
5. All school personnel, including teachers, paraprofessional, supervisors, support staff, children, and parents participate in **PBIS** curriculum and strategies.

### **3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Suspension rates, detention logs, OORs reports, accident reports, attendance reports will reflect improved student social-emotional growth.
2. Student surveys will be conducted to evaluate the effectiveness and impact of the social, emotional programs offered by the school, two times during the year, mid-year (approximately January/February 2014; and end of year, June, 2014).
3. Mid -year and End of Year program evaluation reports will reflect students' emotional and social growth throughout the year.
4. School Learning Environment Survey, Spring 2014 will reflect staff and parents increases in responses of "strongly agree" in relation to questions of communication, engagement, and safety.
5. Student surveys, teacher surveys, parent surveys will reflect positive student outcomes, both affective and cognitive.

### **4. Timeline for implementation and completion including start and end dates**

1. Beginning October 2013 and ending in June 2014, daily interactions between school personnel and students and families with communication occurring frequently and in an ongoing, as needed basis. Monthly review of data to track progress.
2. Beginning in October 2013 and ending in June, 2014, Student Government meets weekly to plan and implement student-led activities throughout the year.
3. Beginning in October 2013 and ending in June, 2014, after-school programs meet daily.
4. Beginning in September 2013 and ending in June, 2014, School Leadership Team meets monthly, with subcommittee meetings, as needed throughout the year.
5. Beginning in September 2013 and ending in June, 2014, mid-year reflections/surveys, and end of year reflections/surveys; implemented rewards and consequences will be monitored throughout the year.

### **5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. On-going meetings with parents; PBIS weekly meetings plans for these meetings; City Year works with targeted groups of students at lunch who struggle with their behavior; SAPIS worker works with groups of at-risk students in terms of behavior; WEDIKO works with students, parents and teachers in terms of behavioral support. –PBIS meetings are funded with TL FSF; City Year is funded with TL City Year NY; SAPIS is funded with OASAS Sub Abuse, OASAS County Initiative Prevention & OASAS The Gateway Drug Program; WEDIKO is funded with TL FSF.
2. Weekly student government meetings with student government advisors. – No cost associated with this activity.
3. City Year works with targeted groups of students at lunch who struggle with their behavior; SAPIS worker works with groups of at-risk students in terms of behavior; WEDIKO works with students, parents and teachers in terms of behavioral support - City Year is funded with TL City Year NY; SAPIS is funded with OASAS Sub Abuse, OASAS County Initiative Prevention & OASAS The Gateway Drug Program; WEDIKO is funded with TL FSF.
4. Monthly School Leadership Team Meetings and Monthly Sub-committee SLT meetings – This activity is funded with TL FSF.
5. PBIS Weekly team meetings - PBIS meetings are funded with TL FSF

## **Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent

**Involvement Policy (PIP).**

- 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
- 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
- School Leadership Team meetings scheduled in consideration of parents’ needs.
- Provide all relevant school data and information to empower parents to be actively engaged in meaningful ways.

**Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

<b>X</b>	<b>Tax Levy</b>	<b>X</b>	<b>Title IA</b>	<b>X</b>	<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

- Oasas Substance Abuse
- Oasas County Initiative Prevention
- Oasas The Gateway Drug Program
- Contract for Excellence

**Goal and Action Plan #4**

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

**Annual Goal #4**

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

To enhance the dialogue and communication between parents, students, and school constituents, centered on student learning and student success. By June 2014, there will be an increase of at least 5% in the average number of parents, staff, and students who respond “**strongly agree**” on the Spring 2014 School Learning Environment Survey, in response to questions related to communication and data.

**Comprehensive Needs Assessment**

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

The school’s most current Learning Environment Survey (2012-2013) reflects the following parents, students, and staff’s responses to questions pertaining to communication and data:

- Parents:**
- My child’s school: keeps me informed about my child’s academic progress. (8.8) 58/40
  - keeps me informed about what my child is learning.(8.6) 51/47
  - keeps me informed about services for me or my child, such as tutoring, after-school programs, or workshops at school. (8.6) 51/45
  - communicates with me in a language that I can understand. (8.8) 59/38
  - gives my child regular and helpful feedback on his or her work. (8.4) 48/46

Level of satisfaction-The response I get when I contact my child's school. (8.8) 57/40

- Teachers:**
- My school communicates effectively with parents regarding students' behavior.(7.6) 38/48
  - My school communicates effectively with parents about their child's progress. (8.2) 36/59

- Students:**
- Most of the teaching staff at my school give me regular and helpful feedback on my work.(8.1) 36/58

## ***Instructional Strategies/Activities***

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

### **a. Strategies/activities that encompass the needs of identified subgroups**

Strategy-All school constituents will share data in ways that empower and encourage families to understand and use data to promote dialogue between parents, students, and school staff, centered on student learning and success.

1. Activity-ARIS Parent Link will be monitored to track the number of parents who are using the resource.
2. Activity-Student grades will be posted regularly on ENGRADE online for parents to track their children's progress and performance, in real time.
3. Activity-Parent workshops will be conducted throughout the year, focusing on diverse needs of the community and its constituents.
4. Activity-Common Core Learning Standards with examples of student work aligned to the standards will be shared with parents throughout the year.

### **b. Key personnel and other resources used to implement each strategy/activity**

1. Parent Coordinator will monitor parent link on ARIS to track number of parents using the resource.
2. Teachers enter student performance data online, using ENGRADE. Parents connect with DATACATION to view their children's progress and performance.
3. Parent Coordinator plans and implements parent workshops related to issues of concern to parents and families, leading to improved student progress and performance, leading to College and Career Readiness..
4. Teachers will share students' CCLS work with parents.

### **c. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Increase in percentage of parents using ARIS parent link online.
2. Increase in percentage of parents using ENGRADE online site.
3. Parents, students, and teachers' responses on school's Spring 2014 Learning Environment Survey will reflect strongly agree with questions related to communication and data.
4. Percentage of parents attending Parent-Teacher conferences will increase from previous year, as measured by parent sign-in sheets.

### **d. Timeline for implementation and completion including start and end dates**

1. Beginning in September 2013 and ending in June 2014, parent coordinator will monitor parent link on ARIS, monthly.
2. Beginning in September 2013 and ending in June 2014, parent coordinator will monitor parents' utilization of ENGRADE.
3. Beginning in September 2013 and ending in June 2014, Parent Coordinator will plan and implement monthly parent workshops.
4. Teachers will share examples of students' CCLS work at Parent-Teacher conferences, during Fall 2013 and Spring 2014 conferences and at various times throughout the year, as needed.

### **e. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

6. Monthly parent meetings with the Parent Coordinator and the PTA – No cost is associated with these activities.
7. Monthly PTA meetings and meetings with MS teachers - No cost is associated with these activities.
8. Bi-Weekly communication with parents of the NEST students; School Messenger; PTA Meetings; Workshops on different online resources and data resources for parents (ARIS; IXL; Achieve 3000; ENGRADE) – No cost is associated with these activities.
9. School Messenger and Fliers to remind parents - School Messenger is funded with Title I SWP

## ***Strategies to Increase Parental Involvement***

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- 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
- 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
- School Leadership Team meetings scheduled in consideration of parents' needs.
- Provide all relevant school data and information to empower parents to be actively engaged in meaningful ways.

## ***Budget and Resource Alignment***

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	X	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.								
Title I SWP								

### **Goal and Action Plan #5**

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

#### **Annual Goal #5**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
To provide coherent Common Core Learning Standards-based instruction that leads to multiple points of access to all students to achieve targeted goals. By May 2014, 100% of teachers will routinely implement consistent practices that are aligned to the curricula and reflect the school's Quality Review-aligned coherent set of beliefs about how students learn best that is informed by the Danielson Framework for Teaching and the instructional shifts, as well as by discussions at the team and school levels. This will be measured by lesson plans, teacher team feedback and the 4-6 observations that will be conducted throughout the school year.

#### **Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
The school's most recent Quality Review Report (2011 - 2012) cited the following "what the school needs to improve" bullet:  "Expand the good practices of grade level teams to make more persistent the strategies they are developing and embed mechanisms for their ongoing reflections. (5.4)  The school has structures for teacher collaborations. Teachers are well aware of how certain protocols and tools, such as agendas and lead facilitators, are useful in guiding their work. The analysis of student work leads to the application of strategies and resources for classroom instruction and class interventions during the school day. However, the structures do not address elements of teacher work so that there is not yet a shared understanding of instruction that effectively addresses the learning problems noted."

#### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
<b>a. Strategies/activities that encompass the needs of identified subgroups</b>
Strategy-Teachers will implement coherent Common Core Learning Standards-aligned instruction, including multiple entry points of access for all students to achieve targeted goals. 1. Activity-Universal Design for Learning strategies will be incorporated in teachers' lesson planning and implementation to provide multiple entry points, scaffolds, and extensions in representation of learning; action/expression of learning; and engagement. 2. Activity-Professional Development opportunities will include focus and emphasis on UDL strategies for appropriately meeting the needs of diverse learners. 3. Activity-All teachers will meet weekly in Teacher Teams to collaboratively plan instructional next steps to differentiate the Common Core Learning Standards-aligned curricula to meet the precise needs of subgroup students and support their access into the rigorous texts of Common Core curricula. 4. Activity-Principal will expect and emphasize the best pedagogical practices of the school's <u>Coherent Set of Beliefs About How Students Learn Best</u> , in alignment with the Danielson Framework For Teaching in all professional conversations (Pre and Post Observation Conferences) and Teacher Observations (Formal and Informal), and feedback to teachers after all observations.
<b>b. Key personnel and other resources used to implement each strategy/activity</b>
1. All teachers will plan for and implement coherent Common Core Learning Standards-aligned instruction, including multiple entry points of access for all students. 2. Coaches and Consultants will provide Professional Development workshops and planning meetings to address UDL and differentiated strategies, including guided reading, to support the learning needs of subgroup populations, such as ELLs and SWDs. 3. All teachers will meet weekly in Teacher Teams. 4. The Principal will observe teachers' practices, conduct pre and post observation conferences for formal observations, and provide feedback after all observations
<b>c. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
1. Supervisory Review and Rating of teachers' lesson plans, using the Danielson Framework For Teaching Rubrics, Domain 1 Planning and Preparation components. 2. Classroom supervisory observations will document teachers' implementation of scaffolding strategies to support subgroup populations, embedded in Common Core Learning Standards-aligned curricula. 3. Documentation Forms have been developed for teachers to complete and submit to the Principal after each Teacher Team meeting to evaluate effectiveness of the content and processes of the Teacher Teams.

4. Classroom supervisory observations, pre and post conferences with teachers, and feedback to teachers will document teachers' implementation of scaffolding strategies to support subgroup populations, embedded in Common Core Learning Standards-aligned curricula.

**d. Timeline for implementation and completion including start and end dates**

1. Beginning in October 2013 and ending in May 2014, ongoing supervisory review and rating of lesson plans, as outside evidence and teacher-submitted artifacts, as part of the ADVANCE Evaluation System.
2. Weekly Professional Development sessions will be provided to teachers, beginning in September 2013 and ending in June 2014.
3. Teacher Teams meet weekly, during designated schedules, beginning in October 2013 and ending in June 2014.
4. Beginning in October 2013, Principal will conduct pre and post observation conferences, provide feedback to teachers, and provide ratings for all classroom observations, and ending in May 2014.

**e. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

6. Teacher Team Meetings during Tuesday's extended day and a common prep period each week; PD Sessions with teachers during lunch and learn sessions and grade level meetings – No cost associated with these activities.
7. Weekly teacher team meetings; Planning sessions with literacy coach and AIS reading provider; Grade level meetings; and PD sessions with consultants – Literacy Coach is funded with Title I SWP; AIS reading provider and consultants are funded with TL FSF.
8. Weekly teacher team meetings; Monthly faculty meeting and grade level meetings – No cost associated with these activities.
4. Extended day period on Tuesdays dedicated to Teacher Team Work; Common Prep Periods; Planning time with the coach and Reading AIS Provider - Literacy Coach is funded with Title I SWP; AIS reading provider is funded with TL FSF

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- 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
- 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
- Actively involve and engage parents in the planning, review and evaluation of the effectiveness of the PS/MS 206'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
- School Leadership Team meetings scheduled in consideration of parents' needs.
- Provide all relevant school data and information to empower parents to be actively engaged in meaningful ways.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	X	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.								

## Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

### Description

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	<p>All students in grades 3-5 are serviced in ELA provided during extended day program.</p> <p>All teachers provide differentiated instruction to all students in grades 3 -5 in small groups of 10 students for 100 minutes a week.</p> <p>City Year workers, provide academic intervention services to students in grades 3-7 daily using small group instruction Program (reading).</p> <p>SETSS teacher provides academic intervention to at-risk students during the school day in grades 3-8 using the Wilson program for fluency comprehension work.</p> <p>Grades 6 - 8 teachers provide academic intervention to mandated students during the school day using the Wilson program for fluency and comprehension work.</p> <p>After school and Saturday Academy - grades 3 – 8 intervention/enrichment program to work intensively on literacy</p> <p>ELL after-school Title III program for students in grades 3-8 provides intervention in the areas of reading, writing, listening and speaking for students based on their NYSESLAT scores.</p> <p>All teachers provide differentiated instruction to all 3 – 8 grade students in small groups twice a week within the 90 minute block.</p>	<p>small groups of 10 students</p> <p>small group</p> <p>small group</p> <p>small group and one-on-one</p> <p>small group and one-on-one</p> <p>small group</p> <p>small group</p> <p>small group</p>	<p>Extended day program for 100 minutes a week.</p> <p>during the school day</p> <p>during the school day</p> <p>during the school day</p> <p>After school and Saturday Academy</p> <p>after-school</p> <p>within the 90 minute block, during the school day</p>
<b>Mathematics</b>	<p>All teachers provide differentiated instruction to all 3 -8 grade students in small groups of 10 during the Extended Day program for 50 minutes a week. Students are grouped by skill area, based on NYS yearly Tests,</p>	<p>small groups</p>	<p>Extended Day program for 50 minutes a week</p>

	<p>SchoolNet Reports and monthly Go Math Assessments.</p> <p>All teachers provide differentiated instruction to all 3-8 grade students in small groups twice a week within the 90 minute block</p> <p>City Year workers, provide academic intervention services to students in grades 3-8 daily in one-on-one sessions using Go Intervention Program.</p>	<p>small groups</p> <p>one-on-one tutoring</p>	<p>twice a week within the 90 minute block</p> <p>during the school day</p>
<b>Science</b>	<p>Extended Day school program for grades 3-8 students will offer support in science during the 2013-14 school year in 8 week cycles.</p> <p>The use of science work will be integrated within ELA and Math work to incorporate non-fiction and writing work in the content areas.</p> <p>After school intervention/enrichment program to work intensively on science for 6 weeks before the state exam</p>	<p>small groups</p> <p>small groups</p>	<p>after school</p> <p>after school</p>
<b>Social Studies</b>	<p>Extended Day school program will offer support for social studies through integration of content area within ELA work</p> <p>Technology &amp; Social Studies Cluster teacher and MS social studies teachers will articulate with grade 3- 8 teachers to align extended AIS work around social studies (research, historical fiction work, tech-projects in S.S) during 1-2 period blocks per class weekly</p>	<p>Small groups</p>	<p>after school</p> <p>during school day</p>
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	<p>Depending on caseloads (Psychologist services three schools on site), the school psychologist has provided on the spot crisis intervention for students</p> <p>At risk students are seen in groups and individually as needed. Activities given to develop social skills through play therapy, interactive game, role playing videos on conflict resolution, bullying, and anger management are shown and discussed with assistance from SAVE teacher. Contact with parent to share concerns and positive development of students. Reward modification if students accomplish specific task. Proper verbal etiquette is reinforced</p>	<p>one-on-one</p> <p>small groups and individual sessions</p>	<p>during the school day</p> <p>during the school day</p>

	<p>through role-playing, how to seek appropriate help from school staff, peer mediation</p> <p>DOE assigned nurse, provides a series of 5 lessons to students who suffer from asthma. The sessions are designed to assist students to self-monitor their asthma by identifying triggers and strategies for reducing the symptoms of asthma as well as prevention for possible attacks. All students receive lessons and activities to introduce students in making wiser and healthier choices in combating the effects of obesity. The school will work with CBOs to provide health fairs. Healthy snack sales will be encouraged. In addition, the school has adopted a healthy snack policy.</p>	One on one and small groups	during the school day
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**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

- A. All elements of the *All Title I Schools* section must be completed\*.
6. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
7. Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>X</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> <li>▪ Interview teachers for anticipated vacancies beginning in January.</li> <li>• We have relationships with NYU and Hunter College. Their student teachers work in our school throughout the school year and this provides us with a potential pool of teachers from which we can hire for the upcoming school year.</li> <li>• Provide year-long mentors and professional development opportunities for teachers.</li> <li>• Teachers attend Professional Development sessions provided by the Network, i.e. Special Education workshops; ELL workshops; City-wide workshops</li> <li>• Provide differentiated PD for new teachers (in content areas and procedural matters) and PD consultants</li> <li>• Special Ed. Network Support Staff and ASD Cluster/Coach that supports the ICT partnerships and new special education teachers</li> <li>• AIS reading teacher and literacy coach provides support in the area of common core standards; lesson planning and the Danielson rubric</li> <li>• Using the professional text as a resource: <u>First Days of School</u> by Wong &amp; Wong</li> </ul>

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> <li>• Provide year-long mentors and Common Core State Standards professional development opportunities for teachers</li> <li>• Teachers attend Common Core State Standards Professional Development sessions provided by the Network, i.e. Special Education workshops; ELL workshops; City-wide workshops</li> <li>• Provide differentiated PD for new teachers and PD consultants provide workshops that focus on aligning the curriculum to the Common Core State Standards</li> <li>• Reading and Math Grade Level Planning incorporating the Common Core State Standards</li> <li>• AIS reading teacher and literacy coach provides support in the area of common core standards and lesson planning</li> </ul>

**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <b><u>the intent and purpose</u></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
The coordination and integration of Federal, State and/or local funds are used to meet the intent and purpose of the programs whose funds are consolidated by identifying the students who fall into those program's categories then providing them with the supports based on their needs. For example, children who are in temporary housing are provided with school materials, uniforms, etc. if the need exists.

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
PS/MS 206 begins at 3 <sup>rd</sup> grade so we do not have preschool children from early childhood program entering our elementary school program.

**Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
The Principal formed a MOSL Committee in the Spring 2013, in collaboration with the UFT Chapter Chairperson, in accordance with the guidelines of the ADVANCE Evaluation System. The Principal selected members and the UFT Chapter Chairperson also selected members for the committee. The committee met at least 8 times, beginning in the Spring 2013. They had the opportunity to view and discuss the available powerpoint presentations and webinars. Every committee member

was provided with the MOSL materials in a binder by the Principal. They reviewed the options and selected the state and local assessment measures, with the final decisions made by the Principal, who was in accordance with the teachers' choices. The principal entered the options online in the appropriate DOE portal, by the designated deadline in September 9, 2013

### **TA Schools Only**

#### **Use of Program Resources**

Describe how the TA program resources will assist participating children to meet proficiency.

#### **TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

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

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**Parent Involvement Policy (PIP) Template**

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the PS/MS 206'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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**MAY BE LAST YEARS BUT MUST BE UPDATED**

PS/MS 206, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

## **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities 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

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District <b>04</b>	Borough <b>Manhattan</b>	School Number <b>206</b>
School Name <b>Jose Celso Barbosa</b>		

### B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>Camille Forbes</b>	Assistant Principal <b>N/A</b>
Coach <b>Mayra Acosta</b>	Coach <b>N/A</b>
ESL Teacher <b>Francis Corva</b>	Guidance Counselor <b>N/A</b>
Teacher/Subject Area <b>Victor Diaz/Dean</b>	Parent <b>N/A</b>
Teacher/Subject Area <b>N/A</b>	Parent Coordinator <b>Ana Ortiz</b>
Related Service Provider <b>N/A</b>	Other <b>N/A</b>
Network Leader(Only if working with the LAP team) <b>Timothy Hopkins</b>	Other <b>N/A</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>4</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>443</b>	Total number of ELLs	<b>53</b>	ELLs as share of total student population (%)	<b>11.96%</b>
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## Part II: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Pull-out				1	2	4	3	2	1					13
Push-In				2	3	1	2	2	1					11
<b>Total</b>	0	0	0	3	5	5	5	4	2	0	0	0	0	24

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	53	Newcomers (ELLs receiving service 0-3 years)	19	ELL Students with Disabilities	23
SIFE	1	ELLs receiving service 4-6 years	27	Long-Term (completed 6+ years)	7

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 SWD. ①

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	19			27			7			53
Total	19	0	0	27	0	0	7	0	0	53

Number of ELLs who have an alternate placement paraprofessional: 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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish				13	7	9	7	3	3					42
Chinese								1						1
Russian					1									1
Bengali														0
Urdu														0
Arabic				1				1						2
Haitian														0
French					2	0	1	2						5
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other					1	1								2
<b>TOTAL</b>	0	0	0	14	11	10	8	7	3	0	0	0	0	53

## Part III: Assessment Analysis

**Assessment Breakdown**

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

**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)				0	1	0	0	1	0					2

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)				2	4	2	1	1	0					10
Advanced (A)				11	7	8	7	5	3					41
Total	0	0	0	13	12	10	8	7	3	0	0	0	0	53

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	9	2	1	0	12
4	7	4	0	0	11
5	9	7	0	0	16
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	7		3		2		0		12
4	5		5		1		0		11
5	9		2		4		1		16
6		1		1		1		1	4
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual (SWD)									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 Foreign Language				
Government				
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								

## 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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

Since September of 2008, P.S./M.S. 206M has opted for the Teachers College Running Reading Record Assessment as part of its instructionally targeted assessment. The results of this assessment are entered into SchoolNet.com. Further literacy assessments are entered into SchoolNet.com in February. This assessment method provides the staff with a more consistent assessment tool that aligns more appropriately with the progress measures used at our tandem school, P.S. 112M. Also, the Teachers College Reading and Writing Project (TCRWP) assessments give us the ability to analyze student work so to target the specific skills and needs of our ELLs in reading and writing. After analysis, teachers are able to confer and develop lesson plans to target the needs of individual students as well as note trends across the board with students and grade levels as a whole. Teachers also use data gathered from personally created interim, formative, and summative assessments as well as ARIS to drive their instruction and isolate individual strategies to help strengthen particular skills for students in each of the modalities. Analysis of assessments show that ELL students struggle the most in the writing modality. ELLs consistently score lowest, on average, on the writing portion of the NYSESLAT as well as on other assessments. In efforts to better the writing skills of ELLs, all lesson plans designed by the ESL teacher feature some sort of writing activity, often times with a prompt to help scaffold the lessons. At professional development meetings, an analysis of the students' writing ability is conducted and ELLs are compared to their non-ELL peers. Certain interventions such as further use of graphic organizers, methods of organizing information for essays (i.e. boxes and bullets), and the use of visuals to aid in the writing process are discussed and then applied. The mainstream classroom teachers share both formative and summative assessments as well as lesson plans, so that the ESL teacher can then alter the material to make it more accessible to ELLs. Altering this material includes such methods as highlighting and providing visuals for certain vocabulary, expanding on syntactic and structural issues in writing, and increasing phonemic awareness.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

The main finding across the proficiency levels of the ELLs is that most students are highly communicative and proficient in the speaking and listening modalities and that most ELLs have the most difficulty with writing. This claim is based on the 2012 NYSESLAT scores, since the 2013 scores have not been entered into the RNMR. In regards to the speech abilities of the ELLs, their Basic Interpersonal Communication Skills (BICS) are high, yet their Cognitive Academic Language Proficiency (CALP) is lower. In regards to their writing, certain grammatical issues often hinder what ELLs is attempting to communicate in their work. Also, phonemic awareness is low, as there are many mistakes in spelling, especially in regards to vowel use. This data comes from both formative, summative, and state assessments. The data also shows that there is a correlation between ELL levels - Beginner, Intermediate, Advanced (as determined by the NYSESLAT, LAB-R, and Spanish LAB-R) - and writing ability. The majority of "Advanced" ELLs are more capable of producing not only more extended amounts of writing, but also more cohesive, descriptive, and grammatically sound writing. Also, the more advanced ELLs tend to be at a higher reading level according to the Teachers College Reading Running Records. The "Beginner" and "Intermediate" ELLs struggle more with reading and writing, but many of them have BICS skills in listening and speaking that are comparable to their "Advanced" peers. In regards to the LAB-R, only one student has been tested this year. The results indicated that he was a "Beginner" ELL, with practically no skills in any of the modalities. His BICS and CALP have been developing quickly and simultaneously, as he had adequate schooling in his home country and is fluent in two other languages. In other words, he has the mental faculty in place to absorb a new language.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

As per the RNMR report in ATS, the scores for each of the modalities have not been published as of yet; therefore, an answer to this question cannot be provided at the present time.

4. For each program, answer the following:

- f. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?

- g. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.

- h. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

- a. The main pattern across proficiencies and grades based on both assessments created by teachers and the 2012 NYSESLAT scores is that most ELLs score high in the speaking and listening modalities and lowest in the reading and writing modalities. This holds true across grade levels. Only one student took a state test in the native language last year. She had the state math test translated into French by one of

the teachers in the school. Her score on the test was notably higher than her score on her state ELA test. All other ELLs have taken state tests in English.

b. The school leadership team and teachers are using the results of the ELL Periodic Assessments to inform curriculum. Because scores in the reading and writing modalities have been lowest in recent years, there has been increased emphasis on reading and writing, both in and out of the classroom. This year, the time that students are assigned to read and write reading responses at home is more than in years past. Also, it is understood that ELLs in the school, by and large, have greater BICS, whereas their CALP are lacking in many areas. This shifts the focus in lesson planning less to communicative competence and more towards academic language building, so to better the ELLs' reading and writing abilities.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

P.S./M.S. 206M follows the RtI framework in that there is a universal screening which influences instruction. That core instruction then becomes more specialized for those ELLs who are at a very low proficiency level and who need the extra attention and support. With all ELLs, progress is consistently and closely monitored.

The school's data for ELLs shows that our ELLs need the most work in their reading and writing. Therefore, the Core of Instruction (Tier 1) consistently focuses on activities such as read alouds, guided readings, independent reading as well as writing responses to reading, summarizing texts, writing essays, and other writing activities to help strengthen these two modalities for ELLs. These types of exercises benefit all of the ELLs, but especially the 85-90% or so that have greater BICS than CALP. Tier II or the "Double Dose" of Instruction, focuses mostly on newcomers who are at a low proficiency in all modalities, but usually have a significant degree of communicative competence when it comes to speaking. Much of what these students are exposed to in mainstream classroom can be overwhelming. So to accommodate and address this issue, the data from all of their classes must be analyzed and these students benefit from lessons that have strong language objectives to help them to access the information. Tier III or the "Intensive Intervention" is used for students that are at zero or almost zero proficiency level across the board in English and need individual attention. There is often very little data to show for these students since they have very low abilities with the language in all of the modalities, so often times beginning with the (Total Physical Response) TPR method, phonemic awareness lesson or flash cards may be the most beneficial.

6. How do you make sure that a child's second language development is considered in instructional decisions?

To ensure that a child's second language development is considered in instruction, the ESL teacher develops both content and language objectives in lesson plans. When a language objective is created, it makes reading and writing about the content more accessible to ELLs. Lessons for ELLs are created based off of data from both formative and summative assessments. The results of both the 2012 NYSESLAT and 2013 LAB-R scores have been considered, as well as work and assessments from both the students' mainstream and pull-out ESL classes. For example, since writing is the area in which ELLs need much improvement, writing samples (essays and constructed responses on exams) often provide essential data in informing instruction. Also, most of the periods that the ESL teacher pushes into the classroom are ELA periods in which students are ordering, drafting, revising, and publishing their writings. Interviews with the parents are also conducted during the administration of the Home Language Identification Survey (HLIS) and during parent teacher conferences. The information obtained in these interviews also informs instruction. For example, it is often brought to the attention of the ESL teacher whether a student speaks English in the household and with whom (sometimes the students do not speak with the parents, but with siblings). In a case where the student is practicing English in the home, the speaking and listening modalities might not be focused on as much as the reading and listening modalities. Also, it may become apparent in these interviews that the student has social and/or academic literacy in the first language, which would indicate that he or she has the mental faculty to understand the concept of appropriate registers in a language. This type of information informs the grouping of students, especially in pull-out sessions. For example, students with a significant level of BICS but little CALP might be grouped together, as opposed to students who need intervention work just to develop BICS. Content area teachers are also made conscious of the needs of their ELLs by the ESL teacher. A student's ELL status informs how they are grouped in their classroom. In some cases a teacher finds it best to group ELLs with non-ELLs in efforts to have them absorb the language from their peers during group work. In other cases, ELLs are grouped with other ELLs with whom they are accustomed to working in pull-out sessions. ELLs are often grouped together during periods in which the ESL teacher pushes in. Also, mainstream classroom teachers also consider the needs of ELLs as they often include visuals in their lessons to aid in comprehension of the content material. Mainstream classroom teachers are made aware of the needs of ELLs at group planning meetings and adjust their lessons where and when possible.

7. 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?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

The success of the programs for ELLs are evaluated according to a number of criteria. The school leadership team and teachers, especially the certified bilingual teachers, use the ELL periodic assessments to evaluate the strengths and weaknesses of ELLs so to prepare them for the NYSESLAT and ELA exams and test structures. The NYSESLAT and ELA exams help the school get a better idea how successful programs for ELLs are and what their shortcomings may be. In the past, results have showed that programs for ELLs need to further emphasize practice with reading and writing. These successes and shortcomings are discussed at weekly meetings and professional developments with teachers as well as during AYP meetings.

## Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
The steps followed for the initial identification of those students who may possibly be ELLs begin with a pedagogue - the certified ESL teacher or the literacy coach - conducting an informal interview with both parent(s) and child in English and the native language. That pedagogue then assists the parents in filling out the HLIS upon registering the students at the school. The pedagogue uses translated materials and services as needed. If the student meets the criteria for ESL testing, the ESL teacher administers the LAB-R. If the student does not pass the LAB-R and the student's first language is Spanish, then the Spanish LAB-R is administered. The student's English proficiency level is determined by the LAB-R. Being that P.S./M.S. 206M is composed of students from grades 3-8, the following scores determine whether a student is labeled a "Beginner", "Intermediate", "Advanced" or "Proficient" (indicating that he or she does not require ELL services) ELL:

### LAB-R SCALE SCORES

#### Grade 3

Beginner - 695-798  
Intermediate - 799-826  
Advanced - 827-833  
Proficient - 834-909.

#### Grade 4

Beginner - 695-806  
Intermediate - 807-830  
Advanced - 831-840  
Proficiency - 841-909

#### Grade 5

Beginner - 691-797  
Intermediate - 798-818  
Advanced - 819-836

Proficient - 837-912

Grade 6

Beginner - 691-804

Intermediate - 805-823

Advanced - 824-838

Proficient - 839-912

Grade 7

Beginner - 689-803

Intermediate - 804-830

Advanced - 831-841

Proficient - 842-914

Grade 8

Beginner - 689-807

Intermediate - 808-834

Advanced - 835-846

Proficient - 947-914

The ELLs who are labeled "Beginner" or "Intermediate" receive 360 minutes of language service (Freestanding ESL in the case of P.S./M.S. 206) per week. ELLs labeled "Advanced" receive 180 minutes of service per week. Those students labeled "Proficient" are not entitled to service. The next opportunity that the students have to advance their ELL status or to test out of ELL services is their taking the NYSESLAT. In the fall and spring, as required by Part 154, teachers, accompanied by the ESL teacher, meet with parents to ensure that they are informed about the ESL program requirements, expectations, NYSESLAT assessment, ELA promotional criteria, instructionally-targeted assessments, predictive assessments, and reading level assessments as well as the instructional standards. In the spring, all identified ELLs take the NYSESLAT. Parents are informed of the testing dates for the assessment and students follow the appropriate testing procedures.

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.

The structures used to ensure that parents of identified ELLs understand all three programs offered by NYC DOE - Transitional Bilingual, Dual Language, and Freestanding ESL - begin with the ESL teacher, along with the bilingual parent coordinator, planning an orientation day or individual appointment, one in the morning and one in the afternoon, within 10 school days of enrollment. During this orientation day parents are invited to view the DOE DVD on the various choices of programs (Dual Language, TBE, or Freestanding ESL) that ELL students are entitled to receive. Letters are sent out in the language of the parents based on information obtained from the parent language preference survey completed upon registration. The letter invites parents to attend an orientation in order to assist in the selection of a program that they feel is appropriate for their child. After the DVD is viewed (in English or in the parents' home language) the parents complete the Parent Survey and Program selection forms in their native language. Then a discussion of the options available in this school takes place with the parents and emphasizes that they are entitled to select the program that they feel would be most suitable for their child. When there are 15 or more students with the same home language in one or two consecutive grades, a bilingual program will become available to these students according to their parents' choice. If a bilingual program is not offered in the school and the parents would like their child enrolled in one, the parents are made aware of the Transfer Option, or their right to have the children enrolled at another school that offers a bilingual option. The school will provide them with a list of schools that provide such programs. Parents are given a brochure explaining each program option. Parents are also given the opportunity to have their questions answered. Parents fill in option letters indicating their choice and sign the form. Should parents select a program model not offered in our school (e.g. Transitional Bilingual or Dual Language), a transfer option is offered. Students are then placed accordingly within 10 days of admission. If parents do not select a program for their child, the TBE program is the default program, so long as it is offered by the school. This is in accordance with CR Part 154.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

All written communication that is sent home to families is sent with a tear-off Sheet for parents to complete. The tear-off Sheet requires parents to sign, date and return to ensure they have read and understood the attached information. Copies of entitlement letters are kept on file in our school's ELL Compliance Binder. The ESL teacher files tear-off sheets in the ELL Compliance Binder and keeps track of returned sheets on an Excel spreadsheet. Parent Survey and Program Selection forms are completed on the school's premise during Parent Orientation. At that time, the ESL teacher copies the forms, placing one set of copies in the cumulative folder, and one copy in the ELL Compliance Binder.

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.

The criteria used and the procedures followed to place identified ELL students in the school's ESL program begins with the information from the HLIS, the informal interview with the parent(s) and the student, the LAB-R and the Spanish LAB results. Parents then choose the program that they would like for their children. Parents are given the Parent Choice Selection form to review and are then invited to the school to view the DOE DVD in either English or their home language on the programs offered by the NYC DOE. When there are 15 students or more with the same home language in one or consecutive grades, a bilingual program will be available for these students according to their parent choice. During either an orientation session or a one-on-one presentation, parents are given the opportunity to ask questions and make a well-informed choice for their child. Students are then placed into a program within 10 days of admission into the school. If parents do not select a program, the default option is Freestanding ESL. All communication with parents takes place in either in the native language or in English. There on staff members who are able to communicate with the parents in Spanish, French, and Arabic. All documents that the parents need to review will be given to the parents in the native language. The documents will be taken from the [www.schools.nyc.gov](http://www.schools.nyc.gov) website. For students who are already labeled ELLs and transfer to P.S./M.S. 206M, each year the ESL teacher retrieves and examines the LAB-R, Spanish LAB, and NYSESLAT scores using the Web Connect system. Once the teacher examines these scores, the parents of the students will be given the options of programs at the school and will have the same choices available to them as mentioned above when a student is newly admitted. If a student is labeled an ELL and is admitted to P.S./M.S. 206M the student will receive 180 min. of ELL instruction weekly if he or she is labeled "Advanced" and 360 min. of ELL instruction weekly if he or she is labeled either "Beginner" or "Intermediate". In any case of indentifying an ELL and communicating with parents, translation services will either be made available at the school through a bilingual staff member or the Translation Services Unit in the DOE will be conducted for assistance in the process.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

Each year, our certified ESL teacher attends professional developments to prepare for the administration of the NYSESLAT. Prior to the days of testing, the ESL teacher creates a schedule with the school principal. Students are grouped according to the testing bands: grades 3-4, 5-6, and 7-8. The schedule is shared with all teachers and staff in the building to ensure awareness of testing dates. For the speaking modality, students are administered the test on a one-on-one basis. The rest of the sections that test the other three modalities are administered as per grade bands and are done in the following order: listening, reading, and writing. All testing information/results are securely stored after the test is administered and submitted accordingly. Also, parents are made aware of testing dates 2-3 weeks in advance via a letter that is sent home with the children.

6. 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.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

The trend in program choices that the majority parents have requested over the past few years has been Freestanding ESL. For the past two years the parents of over 40 students opted to have their children placed into the Freestanding ESL program, while 17 opted for the TBE program in 2011 and 7 in 2012. This year, the TBE program was shut down because there were not enough parents of ELLs for their children to be placed in a TBE program; only the parents of 4 students requested that their children be placed in a TBE program. The parents of those 4 students understood that their children would have to change schools to be a part of a TBE program and opted to keep their children at PS/MS 206M in a Freestanding ESL program. The program choices at P.S./M.S. 206M are aligned with parents' choices. Parents are given all of the program options for their children who have been labeled ELLs. The majority still choose Freestanding ESL. For those parents who are interested in a TBE or Dual Language program, a list of student names is saved in an Excel spreadsheet so that if 15 or more students in one grade or consecutive grades all of whom speak a common language opt for a program other than Freestanding ESL, the school will start such a program.

## **Part V: ELL Programming**

### **A. Programming and Scheduling Information**

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - 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])?

The school only offers a Freestanding ESL program for the ELL students. Both the push-in and pull-out models are used in the ESL program. In the push-in (co-teaching) ESL model, students are taught by both the certified ESL instructor and the mainstream classroom teacher in the mainstream classroom, simultaneously. In the pull-out model, students are taught in heterogeneous groups either in the classroom designated for ESL pull-out groups or the library. Most of the pull-out classes are according to grade, as the ideal, which is achieved in some cases, is to have a heterogeneous group of students all at the same grade level. In some cases the pull-out groups are comprised of heterogeneous bands of students in two consecutive grades. Approximately 60% of the classes for ELL students are conducted via the push-in model. The other 40% are conducted via the pull-out model. It is the school's goal to move more and more towards the Freestanding ESL classes being conducted via the push-in model with collaborative team teaching so that ELLs do not miss out on content area instruction. Instruction is aligned with the NYS standards and is geared towards extending and supporting classroom study in the content areas. The amount of instruction an ELL student receives per week is determined by the student's LAB-R, Spanish LAB or NYSESLAT exams. Students who are designated "Beginner" or "Intermediate" according to their scores receive 360 minutes of instruction per week. Students who are designated "Advanced" according to their scores receive 180 minutes of instruction per week.

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)?
  - f. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

The staff is organized in a way that the ESL teacher has opportunities to work with the students both by pushing into the classroom and by pulling them out of the classroom. Furthermore, to maximize the time that the ESL teacher spends in the classroom with the students, mainstream classroom teachers often provide a space for the ESL teacher to work with the ELLs in a certain section of their rooms. Mainstream classroom teachers also tend to cater to the time that the ESL teacher spends in the classroom, by working on a topic/theme/subject with which ELLs might benefit from extra help the most (i.e. words problems in math, writing, reading comprehension activities, etc.). The ESL teacher designs the schedule so that "Advanced" ELLs are provided with ELL service 180 minutes per week and "Beginner" or "Intermediate" ELLs are provided with 360 minutes of ELL services per week.

a. As per CR Part 154, instructional minutes for ESL, ELA, and NLA are delivered in the following ways and with the following points in mind:

- Instructional strategies are based on the Common Core Learning Standards.
- Grade-level curriculum and assessments are aligned to the NYC and CCLS, ESL, NLA standards in science, math, social studies and technology, which are provided in both English and the native language, as the program designates.
- All curriculum instruction is parallel to the ELA, Common Core, and NLA standards as well as ESL scaffolding strategies and methodologies.
- Instruction in literacy and content area core curriculum is provided in accordance with the program models and levels of English language proficiency.
- The classroom environment support risk taking, which is evidenced by the significant amount of speech and written output by the students.
- Teachers at PS/MS 206 expect students to achieve at high levels. Students are provided with instructional strategies that challenge them to think critically.
- ESL, ELA, NLA and content area instruction in all classrooms is informed by the NYSESLAT scores and other assessments, and meet the requirements of CR Part 154.
- The school and classroom libraries provide students with a rich collection of authentic literature and resources in both native languages and English.
- Students have access to technology in the library, in the technology lab, and in classrooms, including the use of desktop

computers, Smartboards and iPads.

-Instruction is differentiated to meet the instructional needs of ELLs, so to ensure student success.

-ESL/NLA instruction uses the balanced literacy model and provides the necessary language development to meet the needs of a variety of students at a variety of proficiency levels.

-The school provides a Freestanding ESL program. The program employs a push-in/pull-out model for grades 3-8.

-PS/MS 206 is a grades 3-8 school where the following assessments are used: Teachers College Running Records and Writing Continuum, ELA and math state exams, 4<sup>th</sup> grade state science exam, predictive assessments in ELA and math twice per year, instructionally targeted assessments in ELA and math three times per year, NYSESLAT, LAB-R, and the Spanish LAB.

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 foster language development and meet the demands of the Common Core Learning Standards.

The content areas are approached through the development and delivery of lessons for ELLs that have both language and content objectives. The content objective would be the theme or subject with which the ESL teacher works for that (i.e. Westward Expansion in Social Studies). The language objective would be a compliment to the content objective, in that it will help to make accessible to the students the language that they will need to interact with the content (i.e. students will write in the past tense when retelling a story). For example, the grammar point of writing in the past progressive might be a good compliment to discussing what was happening during a particular period of history. The Common Core Learning Standards are very beneficial in creating ESL curriculum in that they are heavily focused on the ELA and specific language goals and can easily be translated into language objectives for lessons. Also, co-planning and collaboration between the ESL and mainstream classroom teachers provides the ESL teacher with further knowledge of the content that the mainstream classroom teachers are addressing. This helps the ESL teacher to further scaffold the material to make it more accessible to English language learners. Methods such as pre-front vocabulary for reading and using visuals to support vocabulary comprehension have proven very effective in helping to make the content more accessible for ELLs.

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

An assortment of methods are used to ensure that ELLs are appropriately evaluated in their native language. When an ELLs native language is Spanish, the ESL teacher will conduct the Spanish LAB (after attempting to conduct the LAB-R) to assess the student's proficiency level. Since over 85% of the ELLs in P.S./M.S. 206M have Spanish as their L1, this method is particularly effective as it gives the ESL teacher some understanding of what literacy skills are in the L1. This is a good indicator of the literacy potential in the L2. Based on this assessment and the students' LAB-R, Spanish LAB and NYSESLAT results, the teacher determines when the students should utilize translations available for state level tests and resources such as translated tests or translators to read the questions to students in their native language. The teacher also has access to Native Language Arts and Math materials in the students' Native Language to further evaluate the students' native language.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

To ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year, the certified ESL teacher creates units and lesson plans that encompass the four modalities. Throughout the year, formative and summative assessments are conducted. The results of the assessments allow the teacher to inform his or her teaching and tailor instruction based on the needs and strengths of the ELLs. An example of a lesson in which all four modalities are touched upon would be one in which students listen to instructions from a teacher, read a passage aloud, turn and talk to a partner at certain key points in the passage to make inferences, and then provide a written response to the passage.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. The plan for SIFE students is as follows:

Currently, there is one SIFE student at P.S./M.S. 206M. The plan for SIFE students is as follows:

-Identify SIFE students upon their entrance into the school.

-Pair students in class who speak their native language.

-Utilize follow-along audio tapes with print support.

-Provide at risk services from bilingual speech teacher.

-Purchase picture dictionaries and high interest, picture support texts.

-Parent support and meetings to facilitate the transition process.

b. The plan for ELLs in U.S. schools for less than three years is as follows:

- Total Physical Response (TPR), basic conversation, and vocabulary development are part of their instructional program. More advanced students receive ESL through the content areas.
- Newcomers to this country receive the mandated 360 minutes of ESL instruction per week.
- Taught in groups for maximum opportunities to work on listening, speaking, reading, and writing.
- Given instruction in developing both BICS and CALP.
- Interactive realia, supported and interactive instruction.
- All newcomers will receive additional instructional support after school as part of extended day programs.
- ELA taught with scaffolding and ESL strategies to support reading and writing strategies.

c. The plan for ELLs receiving service for 4 to 6 years:

- Students receive ESL instruction in the push-in or pull-out model.
- Students receive targeted individual instruction according to their results in the various modalities identified on the NYSESLAT.
- Students are taught in small group settings to increase their opportunity to utilize the different modalities.
- Increased vocabulary instruction.
- Students will receive ELL testing modifications.
- Targeted comprehension strategies.

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

- Students receive ESL instruction in the push-in or pull-out model.
- Students receive targeted individual instruction according to their results in the various modalities identified on the NYSESLAT.
- Students are taught in small group settings to increase their opportunity to utilize the different modalities.
- Increased vocabulary instruction.
- Word Work on a weekly basis.
- Students will receive ELL testing modifications.
- Targeted comprehension strategies.
- As risk services with the bilingual or English speech and SETSS teachers.

e. The plan for former ELLs is that they still receive the time and a half accommodations on state tests for two years after they pass the NYSESLAT, and when possible on tests designed by classroom teachers.

7. 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?

Identified ELL-SWDs receive individualized academic support both within and outside of the classroom. Scaffolded instruction is provided to provide them with instruction tailored to the needs of each student. The specific needs of each student and best practices of instruction reflect the needs outlined on students' Individualized Education Plan (IEP). Classroom teachers and the ESL teacher work together to provide the best instructional strategies and to help maintain instructional consistency inside and outside of the mainstream classroom. These practices provide access to content areas in addition to accelerating ELL-SWDs language development. Such instructional strategies and grade-level materials include: adapted materials, increased use of visuals and video, small group instruction, repeated directions, modified directions, etc. Our ESL and special education teachers work together to provide each student with the appropriate content and instruction.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

The school has all necessary services to meet the needs of all of the students in the school who have IEPs, including ELL students. The ESL teacher collaborates closely with special education teachers to give students extra support for the ELA test. In addition, the ESL program has meetings with the School Based Support Team (SBST) to closely monitor the ELL students who have Individualized Education Plans (IEPs). This collaboration allows us to focus on our students specific academic needs, to monitor their progress, and adjust instruction as needed. Teachers of ELL/SWD students use accommodations such as charts, preferential seating, break schedules, individual schedules, supportive checklists, on-task prompt cards, graphic organizers, and visuals to create instruction accessible to each student according to their needs. Teachers employ specific, familiar vocabulary and

use technology to provide instruction that allows students to engage in learning through the academic content areas as well as to accelerate their English language development. P.S./M.S. 206M provides the least restrictive environment for ELL/SWD students through placement in ICT, Autism Spectrum Disorder (ASD) Nest classrooms and classes that are collaboratively taught between the certified ESL instructor and the mainstream classroom teacher. ICT and ASD classes are taught by two teachers - one Common Branch-certified teacher and one Special Education-certified teacher. Both teachers have attended and continue to attend Professional Development (PD) days at which the best practices for ESL instruction are discussed and strategized. When possible, the ESL teacher pushes into these classrooms to provide ESL services or provides ESL services in a small group setting right outside of the classroom. This instruction is coordinated with the other service providers in the school, including Physical and Occupational Therapy, Speech Therapy, and AIS and SETSS services.

**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:	N/A		
Social Studies:	N/A		
Math:	N/A		
Science:	N/A		

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

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

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

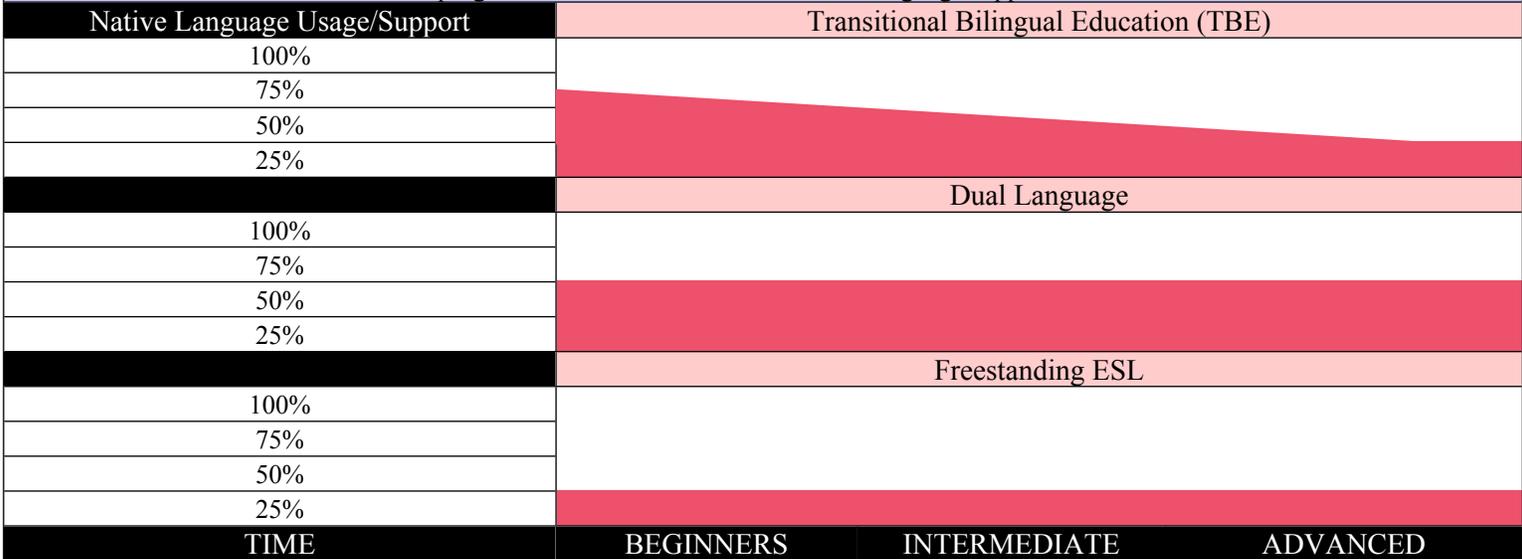
	Beginning	Intermediate	Advanced
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**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

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

**Native Language Usage and Supports**

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



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

## B. Programming and Scheduling Information--Continued

9. 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.

In both the ESL classroom and students' mainstream classroom, assessments are used to guide instruction and inform teachers of present levels of performance. Teachers College Reading Records are used to indicate a student's reading level and the particulars of the language (i.e. syntax, interpreting meaning) with which a student may be struggling. Also, Measures of Student Learning (MOSL) tests are administered toward the beginning of each year to assess students' skills in ELA and math. In regards to ELLs, many of the interventions occur in small groups, whether in a push-in or pull-out setting. The ESL teacher makes the language more accessible in a number of ways. For example, in a math lesson in which ELLs are working with word problems, the ESL teacher will highlight key vocabulary words in efforts to lead the students to choosing the correct operation to solve a problem. In the case of an ELA lesson, the ESL teacher will often frontload certain vocabulary words and use employ visuals more so than in a mainstream classroom. Subgroups such as "Beginner" and "Intermediate" ELLs will sometimes be provided with a bilingual glossary for certain tasks. For ELLs with IEPs, the ESL teacher will meet with the special education coordinator in efforts to accommodate not only the linguistic needs of the students, but other needs as well. For example, if a student needs a certain amount of breaks over a period or if a student works with a paraprofessional, space and accommodations can be made. In the case of one student, a paraprofessional accompanies him to the classroom and I can have a lesson in which I utilize the paraprofessional and modify the lesson (i.e. highlighted vocabulary, having the directions read aloud) so to make it more accessible to the student.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Our current program is particularly effective because it is approximately 60% based on the push-in model and 40% on the pull-out model. Keeping ELLs in the classroom while working with them keeps them from missing out on content area exposure. During the 40% of the time that the students are pulled from classes, certain elements of the language are focused on and made more accessible in a small-group setting and give students a chance to produce more output, so to demonstrate their grasp (or lack thereof) on the language. Also, all of the teachers are made aware of the ELLs that they have in the beginning of the year via an email sent by the ESL teacher to each mainstream classroom teacher, informing them of the ELLs in their class. This helps to make the mainstream classroom teachers more cognizant of the struggles that the ELLs in their class may be having. Furthermore, collaboration in lesson planning between the ESL teacher and the mainstream classroom teachers as well as a Dropbox that has been set up for mainstream classroom teachers to share their lesson plans and materials with the ESL teacher help the ESL teacher to make the language in the content area more accessible to the students. Constant communication between the mainstream classroom teachers and the ESL teacher is a big part of what makes our ESL program so successful and effective.

11. What new programs or improvements will be considered for the upcoming school year?

While there will be no new programs at P.S./M.S. 206M this year, there will be improvements made in the current program. The main improvement will be that the ESL teacher has room in the schedule to spend more time working with the students in a push-in setting. The ideal balance for a Freestanding ESL program is 60% Push-in and 40% Pull-out and the school is closer than ever to that ideal.

12. What programs/services for ELLs will be discontinued and why?

The Transitional Bilingual program was discontinued as of the 2013-2014 school year. The reason for its discontinuation is that the parents of only four students that their children be placed in such a program. The rest of the parents opted for a monolingual, Freestanding ESL program.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

Aside from the fact that ELLs have the same right to sign up for all after school programs such as City Year homework help, school sports teams, Phil Ramone Salvation Army Orchestra that their peers have, there is a certain program that is specifically for ELLs. The school has a Title III-funded after-school program in which only ELLs are entitled to take part. This Title III-funded program provides ELLs with extra support with the English language. The school is continuing in its efforts to improve the program this year by focusing on providing our ELLs with extra help in writing, the area of the NYSESLAT on which they perform lowest by and large. This program is run by both the ESL teacher and a bilingual certified teacher.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

P.S./M.S. 206M takes pride in having an abundance of instructional materials for ELLs. A very important instructional material that has been utilized for our beginner ELLs this year is Brainpop.esl.com. In conjunction with help, guidance, and support from

the ESL teacher, this resources has made learning more enjoyable and engaging for the learner in many regards. The ELL feels as though he or she is playing a video game, yet at the same time, he or she is gaining confidence and proficiency in their English language skills. Also, the "On Our Way To English" kits have proven to be very beneficial to the learner as they come with books that make the language more accessible as well as a number of manipulatives. Also, the "Getting Ready for the NYSESLAT" textbook is used. The Words Their Way book set has also been very effective in helping to develop phonemic awareness. Furthermore, the Achieve 3000 reading comprehension computer program and its adaptive assessment has proven to be a vital tool is improving and assessing reading comprehension. Lastly, the iPad with which the ESL teacher is provided is an excellent resource for providing visuals to complement vocabulary words.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Native language support is an important component of the learning process at P.S./M.S. 206M. It is delivered in the Freestanding ESL (the only program available to ELLs in the school) program through prompts in Spanish (if need be) by the ESL teacher, who is nearly proficient in the Spanish language. There is also a sizeable assortment of books available in Spanish for ELLs with that particular L1. For the other approximately 15% of the students who speak Chinese, French, Fulani, Russian, and Wolof, they are permitted to use bilingual dictionaries for translation purposes when necessary. Also, when taking standardized math and science tests, ELLs have the option of receiving a test booklet in their native language as well as access to bilingual dictionaries. They can also have the questions and directions read to them in their native language. Lastly, the school has a number of bilingual staff members that have the ability to communicate with over 97% of the ELLs in the school.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

The required services support, and resources correspond to ELLs' grade levels more than they do to ages. This is the case because certain students have been left back one or more grades or have returned to their country of origin for some years, which has interrupted their schooling in the United States. Service and resources correspond to grade level because the ESL teacher remains in close contact with mainstream classroom teachers and utilizes themes and texts from the content area to inform pull-out instruction. This provides a situation in which ELL students are engaging more deeply with the material with which they are working in their mainstream classes. The instruction of the material is re-conceptualized by the ESL teacher and is broken down into lessons which take into consideration not only content learning objectives, but language learning objectives as well. The type of language that the content employs and that the ELL students must use to respond to the content or content assessments is considered more deeply and made more accessible for the students. Also, in the push-in model, the services and resources correspond to the ELLs' grade level even more directly as the content area is being co-taught by the mainstream classroom teacher as well as the ESL teacher. The language is made more accessible in real time by the ESL teacher as instruction by the mainstream classroom teacher is taking place. Through both the pull-out and push-in instruction, students are interacting with the content they are learning about at their grade level, while developing the linguistic tools to engage with that content more deeply.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

To assist newly enrolled ELL students before the beginning of the school year, they are invited to come in to take a tour of the school and to meet with the ESL teachers as well as any of their others teachers that are on the premises. Additionally, upon enrollment, new ELL students and their families are offered a tour to assist in the transition of coming to a new school. Throughout the year, we have a host of enriching activities to help ELL students and their families become familiar with the school. Such activities include orientations, parent teacher nights, dances, and other cultural events. Also, all ELL students are entitled to take part in the Title III-sponsored after school program, which aids in enriching their English language skills.

18. What language electives are offered to ELLs?

Spanish language classes are offered as electives for ELLs.

19. For schools with dual language programs:

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

N/A

## C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. Professional development is comprehensive and ongoing and focuses on the needs of ELLs, especially in the professional development days specifically for the ESL teacher/department, hosted by the CFN Network. There are also weekly professional development meetings with the ESL teachers and the mainstream classroom teachers to make instruction more comprehensible for ELLs. The ESL teacher also attends professional development days offered at Teachers College, Columbia University.

2. The CFN Network has multiple professional development days throughout the year in which aligning instruction with the Common Core Learning Standards is the primary focus on the meetings. Thus far there have been three of these meetings, and there is an upcoming one in January 2014.

3. Transition support from elementary school into middle school and from middle school into high school is provided in a number of ways. Our guidance counselor, and social workers as well as various other staff members assist students and parents with the application process and facilitate students' and families' attendance at middle school and high school fairs as well as visits to prospective schools. Our staff reviews prospective schools' student handbooks with students to give them adequate time and opportunity to familiarize themselves with middle and high school expectations and policies. Parents can have translators present at meetings. Most students opt to stay in M.S. 206M, since it includes grades 6-8 as of the 2013-2014 school year.

4. The majority of the teachers as well as the reading interventionist and literacy coach in the school have completed 7.5 hours of training in ESL methodologies. Special education teachers have completed 10 hours. These hours were completed during professional development sessions in which the fundamentals of scaffolding instruction for an ELL were addressed.

## D. Parental Involvement

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

1 & 2. Parents are made part of the school community through workshops, performances, and PTA/parent meetings, and parent-teacher conferences. In addition, our Community Based Organization (CBO) partnerships with City Year's after school homework help program, Dancing in the Classroom, Studio-In-A-School, and Healthy Schools Healthy Families connect parents to the school and deepen the sense of community between school and parents. Parents are also consistently made aware of their child's progress via report cards and conferences with both the mainstream teachers and ESL teacher. Furthermore, parent orientations are conducted for the parents of newly enrolled ELLs to provide them with the information about appropriate programs for their child based on the LAB-R or Spanish LAB. There are opportunities for parents to observe classes, ask questions, view a video in their native language, and meet with teachers in regards to the English language services available. These orientations are provided by the certified ESL teacher in coordination with the bilingual parent coordinator. The orientations are conducted either during the day or in the evening, depending on the parents' work schedules.

3. At P.S./M.S. 206M, we evaluate our parents' needs based on survey feedback, one-on-one conversations, and our assessment from our students. We use this information to facilitate workshops and other programming to meet our parents' needs. Parents are provided informational materials to support them in making the appropriate decision regarding the language program for their child. Staff members who can translate for teachers and parents at meetings are made available at the necessary times.

4. The needs of the parents are addressed on a number of levels. At the school year's onset, the certified ESL teacher will meet with parents to ensure that the parents are well-informed about the ESL program requirements and expectations, the NYSESLAT assessment, the Teachers College Reading & Writing assessments, as well as the instructional standards. Parents are encouraged to meet with their child's teachers during parent teacher conferences at least twice a year as well as at other times throughout the year about their child's progress. Translators are provided for these parent teacher meetings when necessary. There are also ongoing parent teacher sessions for newly enrolled ELLs. The bilingual parent coordinator works closely with the parents of ELLs by providing information from the DOE website as well as available on-site resources/materials. Parental involvement activities include invitations to parents for writing/publishing celebrations in the classrooms, parents as reading and math partners, workshops in literacy and math that will be provided monthly to support student learning at home, library trips where parents can read to their parents in their native language, invitations to multi-cultural events, a Cinco de Mayo celebration, Studio-In-A-School literacy partners after school workshop, technology workshops to assist parents in navigating the online systems such as ACUITY to help support their children, information workshops on ELA and Math state test expectations. All sessions are provided with Spanish language translation. Lastly, our tandem school, PS 112, offers adult ESL classes for the parents of students as both PS 112 and PS/MS 206. (Awaiting confirmation that this still exists this year.)

## E. 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.

N/A

## Part VI: LAP Assurances

**School Name: Jose Celso Barbosa**

**School DBN: 04M206**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Camille Forbes	Principal		12/20/13
N/A	Assistant Principal		
Ana Ortiz	Parent Coordinator		12/20/13
Francis Corva	ESL Teacher		12/20/13
	Parent		
Victor Diaz/Dean	Teacher/Subject Area		12/20/13
	Teacher/Subject Area		
Mayra Acosta	Coach		12/20/13
	Coach		
	Guidance Counselor		
Timothy Hopkins	Network Leader		12/20/13
	Other		

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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

DBN: 04M206 School Name: Jose Celso Barbosa

Cluster: 4 Network: CFN 408

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

### **Part A: Needs Assessment Findings**

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

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

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

We utilize translators and/or translation services from the Translation and Interpretation Unit for parent conferences, workshops, translating flyers, letters, and academic activities to inform parents of the daily curriculum, special events and monthly newsletters. Learning Environment surveys indicated that parents mostly prefer to have communication via telephone calls. We have staff members such as the Dean, Parent Coordinator and teachers proficient in Spanish as well as teachers who are proficient in Arabic and French who are available to speak via phone and/or in person to parents needing translation services. In addition, the school accesses the Translation Services Unit to provide translation services for parent meetings. All of this information is provided to the parents and school community via a letter that goes home to them in the beginning of the year, indicating their child's entitlements as an ELL, the program in which their children will be placed (according to the parent's request), and the fact that translation and interpretation services are available to assist them in communicating with the ESL teacher and the school at large. All of the information featured in the letter comes both from the school and complies with translation and interpretation services that are mandated by the NYC DOE. The letter is validated by the principal before it is sent home and all mainstream classroom teachers get a copy of it, as well.

## Part B: Strategies and Activities

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

P.S./M.S. 206M will provide written translation to parents during registration periods, workshops, conferences and special events. Staff members proficient in the main languages other than English are available to provide oral translation services for parents when they come to speak to staff/administration regarding concerns and/or their student's academic/behavioral issues. The school has provided translation services in Spanish, French and Arabic. Documents such as homework packets for students arriving from other countries have been translated for students and parents. When documents are coming from the DOE such as booklets, leaflets, Discipline Code, emergency cards, etc., we request a percentage of the booklets/handbooks/flyers to come in the various languages mentioned. We will also provide in-house translations for such documents as the Code of Behavior, Homework Policy and the Parent/Student Handbook. The secretary maintains records and sample documents that have been translated by staff members in accordance with per session hourly rates.

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

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

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

P.S./M.S. 206M will provide both English and translated (Arabic, French, Russian, Spanish) copies of the Bill of Parent Rights and Responsibilities to the parents. The translated copies of these letters will be downloaded from <http://schools.nyc.gov/RulesPolicies/ParentBillofRights/Parents+Bill+of+Rights+and+Responsibilities.htm>. The school will also post flyers and messages at or near the primary entrance of the school, indicating the availability of translation services. These flyers and messages will be posted in English, Arabic, Chinese, French, Russian, and Spanish and the translated signs will be downloaded from <http://schools.nyc.gov/Offices/Translation/TipsandResources/Default.htm>. Also, the school will provide within its safety plan information about the assurance of language access services so that parents are not prevented from reaching the school's administrative offices solely due to language barriers.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

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

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

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

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

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

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

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

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

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

### Part C: Professional Development

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

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

Begin description here:

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

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

### Part D: Parental Engagement Activities

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

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

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

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

**Part E: Budget**

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

Allocation Amount: \$11200

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