

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):	22K206
School Name:	JOSEPH F. LAMB
Principal:	DEIRDRE KEYES

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Elementary/Middle School School Number (DBN): 22K206
School Type: Public Grades Served: Pre-K-8th
School Address: 2200 Gravesend Neck Road, Brooklyn, NY 11229
Phone Number: 718 743 5598 Fax: 718 332 4986
School Contact Person: Deirdre Keyes Email Address: Dkeyes2@schools.nyc.gov
Principal: Deirdre Keyes
UFT Chapter Leader: Elayne Lipkin
Parents' Association President: Galen Ko
SLT Chairperson: Randy Nelson
Student Representative(s): Fahad Saleem

District Information

District: 22 Superintendent: Julia Bove
Superintendent's Office Address: 5619 Flatlands Avenue, Brooklyn, NY 11234
Superintendent's Email Address: jbove@schools.nyc.gov
Phone Number: 718 968 6248 Fax: 718 968 6252

Cluster and Network Information

Cluster Number: 6 Cluster Leader: Jose Ruiz
Network Number: 605 Network Leader: Lisa Gigoux

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Deirdre Keyes	*Principal or Designee	
Elayne Lipkin	*UFT Chapter Leader or Designee	
Galen Ko	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Randy Nelson	Diana Stein/Teacher	
Ka Siu	Member/Parent	
Svetlana Shylam	Member/ Parent	
Olga Loukina	Member/ Parent	
Vera Federov	Member/ Parent	
Diana Stein	Member/Teacher	
Jaime Lynch Wrasper	Member/ Teacher	
Amanda McCormack	Member/ Teacher	
Allison Cronin	Member/ Teacher	
Kimberly Oliver	Member/Parent	
Yelena Guz	Member/Parent	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

Our mission at PS 206, a school of diverse ethnic populations, is to provide the best education for every student in a stimulating, challenging, safe environment with high performance standards and current technology. We are committed to helping children become creative thinkers, lifelong achievers, and well-rounded citizens. PS 206 endorses and nourishes a collaborative approach where students, teachers, staff, parents, administrators, and community leaders are dedicated to academic excellence, mutual respect, and equality for all.

PS/IS 206, has approximately 1400 students in grades Pre-K through 8th grade. One of our greatest achievements is our teacher collaboration which has resulted in a comprehensive curriculum designed by teachers for teachers. This cohesive curriculum has guided teachers to impacting positive student outcomes. All staff members work together in a warm and nurturing environment where students thrive. We are committed to restorative justice. Students' voices are listened to and we collaborate on ways to assist students both socially and emotionally.

Most recently, we have been growing our arts department and are pleased to say that we have 4 certified arts teachers in the disciplines of visual art, music, and dance. This has enabled our students to have multiple years of study which will enable them to further develop and enhance their skills in the arts. We also have a phenomenal school band which increases in size each year. Performances allow parents to see students' talents and encourage an increase of engagement between the home and school.

Our students have made tremendous gains in all areas. We are most proud of our progress in math in the middle school. Teachers have been working on the shifts in common core and conceptual understanding. The results have demonstrated great success in our math department. We are currently working on literacy in the middle school in order to make equal gains.

Some of the other highlights of the school include:

- ✓ In response to the Chancellor's vision of a deepening parent engagement, we have developed a school wide focus called the 3 Cs which includes collaboration, communication and caring.
- ✓ This year as part of our professional development our staff has been diligently working and collaborating in Professional Learning Groups and the results have been truly remarkable. Some of the groups are as follows: "Autism and the Spectrum", "Smart Board Integration", "Early Childhood Development", "Integration of Technology", "Strategies for Struggling Readers", "The Dynamics of Student Interactions in the Classroom", to name a few. These groups have allowed staff opportunities to lead, plan, share, and collaborate. As a community, we are constantly learning from each other as we continue to explore opportunities to share our practices to achieve positive student outcomes.
- ✓ This year our Assistant Principal, Ms. Johnson, of our middle school has created an intricate schedule that allows for students to attend clubs during their lunch time instead of remaining idle in the lunch room. Students have the opportunity to work on: the yearbook, debate clubs, the book club, peer mediation, chess, sports, Zumba, and much more. This has been an incredible success and student incidents have been reduced to almost zero in the lunchroom!
- ✓ In addition to this, Mrs. Johnson has also implemented Jupiter Grades. This program is a wonderful tool that allows communication between teachers, students and parents. Jupiter Grades allows for transparency and students, parents and staff can monitor and track student progress on a daily basis.
- ✓ We have Student Government Organizations for both elementary and middle school. These students have the

opportunity to discuss student issues and recommend school changes that impact their quality of instruction. Currently our elementary students are working with our teachers to establish afterschool clubs of their choice.

- ✓ We are very proud of our central data system on google docs which allow all staff members access to curriculum, school templates, our handbook, and multiple documents that can be downloaded and used on a regular basis
- ✓ PS/IS 206 has also partnered with Brooklyn College and the Brooklyn Chinese Association to offer an after school program to middle school students. This unique program offers homework assistance and a wide array of activities that include but is not limited to chess, art and dance to name a few. It has been well received by all stakeholders and it continues to increase in student membership.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Every year we take a close look at our hard and soft data. We were pleased with our overall results in Math this year, in particular in our middle school. Portfolios, projects, class grades, and state tests all resulted in substantial gains. In ELA, we also had gains in particular grades but we had conflicting results in our 6th and 7th grade ELA results. We have had difficulty in the past with students transitioning to middle school and it appeared that we were revisiting this problem. We established goals based on student scores and observational data. We decided to continue our Instructional Focus which centered on high level questioning and classroom discussion skills as we did not feel we had met mastery. We are currently working on revising our questioning to elicit student responses that tell us what our next steps need to be.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, middle school student proficiency in literacy will have increased by 4% as measured by observations of high level questioning and discussion skills, pre and post assessments of portfolios, and pre and post assessments of performance series assessments in ELA.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 			
The Instructional Focus for the school is to deepen questioning and discussion skills. This will be supported by observing teachers and providing support to those teachers in need. We will create “go to classrooms” where teacher can visit for ideas.	Middle School Core Content Teachers	September 2014-June 2015	Principal and Assistant Principals
ELA and content area teachers will participate in a vocabulary professional learning groups during the Monday professional	Middle School	September 2014-	Middle School teachers will be

development session. Goals include increasing comprehension of root words across content areas, increasing the application of academic vocabulary and improving student comprehension and writing.	teachers Grades 6-8	November 2014	implementing the activity. Administrators will be overseeing the activity.
The school ELA curriculum specialist will support 6 th -8 th grade with strategies in close reading of complex texts. These texts will be aligned to units of study and all teachers in content areas will be using the time to increase student reading of complex texts.	Middle School ELA teachers	September 2014 - May 2015	Nina Ishmael and Renee Johnson, Assistant Principals, will oversee this activity.
Teachers College Professional Development will take place and have a focus on shared reading of complex texts. Teachers will have the opportunity to meet with a staff developer and practice the strategies learned in the classroom with their students. Additionally, teachers will have the opportunity to attend off site professional development specific to complex texts.	Middle School ELA and Social Studies teachers	September 2014-May 2015	Nina Ishmael will oversee this activity.

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Tax Levy Funding will be used in order to support our on-going professional development with Teachers College.
- Professional books on vocabulary- (Words, Words, Words by Janet Allen.
- Schedule changes will take place regularly to support the professional development time.
- Substitute teachers will be required to allow teachers to attend the PD.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

- By December 23rd, 2014, 50% of the annual mandatory observations will have been completed and administrators will assess the current percentage of teachers meeting the Instructional Focus of improving questioning and discussion skills.
- Student portfolios will be reviewed on a rotating basis in order to determine progress.
- The Assistant Principal will ensure that ELA and Social Studies teachers are utilizing Fridays for Tough Text where they engage in complex text reading by November 2014.

Part 6b. Complete in **February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

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| 3. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 4. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Due to our middle school community being significantly smaller than our elementary school, it has often been a challenge to secure appropriate funding for extracurricular activities that will enhance student development. Our Student Government has asked to increase opportunities for learning and we have heard their voices. With the funding for middle school after school programs, we have established a working relationship with Brooklyn Chinese American Association and Brooklyn College. This has increased opportunities for students. We also knew that students wanted more activities during the school day. As a result, detailed scheduling was needed in order to allow for those opportunities. The circular 6 options also had to be modified. We anticipate a huge increase of opportunities for students so that they feel there is enough variety in their school day.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, our Learning Environment Survey will improve by 9% in the survey area: students feel that the school offers enough variety of programs and activities to keep them interested in school.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust			
The middle school schedule will be adapted to increase student opportunities for a variety of programs. Circular 6 options will be modified so that teachers administrative periods can be used to enhance student learning through various clubs and activities, tutoring programs, and community service opportunities. Content area teachers will use scholarship reports to identify underperforming students, ELL and Students with Disabilities and assign intervention strategies, including one-on-one tutoring, small group tutoring, peer tutoring, ELL small group tutoring, HW help and small group tutoring for students with disabilities.	Middle School Students & Teachers grades 6-8	September 2014-June 2015	Principal and Middle School Assistant Principal, Renee Johnson

PS/IS 206 will begin a new relationship with Brooklyn Chinese American Association and Brooklyn College to offer students academic support and a variety of activities. The program will take place 5 days a week until 6 pm. Students will be offered activities such as robotics, theatre, sports, film making, photography and others.	Middle School Students grades 6 - 8	September 2014-June 2015	Principal and Middle School Assistant Principal, Renee Johnson, BCA and BC Program Directors
PS/IS 206 arts department will work on an Arts Showcase that will demonstrate student development in the arts. The showcase will include dance, music, and visual arts. The showcase will be an evening event so that parents may attend.	All students involved in visual and performing arts programs, Arts Teachers	September 2014-June 2015	All arts teachers, school principal.
ESL students will be asked to participate as mentors in the Title III program-The Gardening Club. This club had been on hiatus for the past 2 years due to construction. We are excited to continue this program. Elementary students have the opportunity to be mentored by middle school students. Both benefit from the opportunities to practice both social and content specific language.	ESL students	March 2015-June 2015	ESL teachers, Science Content Teacher, Principal

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- DYCD funding will allow for an after school program to begin in our middle school.
- Staff and parent volunteers in order to establish the Art Showcase.
- Title III funding will be needed to fund the Gardening Club.
- Arts teachers will have opportunities to attend professional development to enhance instruction.
- Title III plan will assist in students developing their academic vocabulary.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy		Title I Basic		Title IIA	x	Title III	x	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
10. Specify a timeframe for mid-point progress monitoring activities.

- Student participation in activities and after school programs will give us an indication of success. Students will receive surveys on their choices for programs as well.
- A review of OORS reports will be used a gauge of success. Reduced incidents during lunch time and during class time will act as an indication of increased student engagement.
- Students’ work and products will provide feedback on the Arts Showcase.
- Progress reports on Title III/ The Gardening Club will indicate if students are making progress with academic language.

Part 6b. Complete in February 2015.				
11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
12.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

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| 13. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 14. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

In June 2014, the administrative team began discussing ways to create a professional learning environment. We analyzed the school data and our in-house findings from multiple walkthroughs. This information was used to create an inventory with a possible menu of professional study group topics. For example, questioning and vocabulary are part of our instructional focus, and as a result, became topics for professional study groups. The staff was also given the opportunity to add relevant topics to the inventory they thought would meet the needs of our students. For example, staff members created study groups revolving around students with special needs such as, strategies for students with autism, ADHD, and understanding students’ culture from a sociological perspective. In addition to the professional study groups, we analyzed our school data and geared our Teachers College Staff Development to address our school’s instructional focus and needs. For example, in Middle School, our staff developer focused on using student work to plan small group instruction and develop a toolkit of strategies to improve comprehension and interpretation skills.

Professional development has been the most important factor in our growth as a school community. The administrative team wanted to promote autonomy among the staff and the conditions to foster a professional learning environment. This entailed empowering staff to choose and develop the direction of their professional study group. With the addition of professional development time, it was important for staff to have opportunities to be in both vertical and horizontal groups in order to have opportunities to see the continuum of student growth and expectations. These vertical groups would allow for cross-grade review of student work and inquiry. It was determined that there would be 3 cycles throughout the year and the staff would have multiple opportunities to grow professionally. At the end of each cycle, the groups would showcase their findings to the school community. For the cycles that follow, the staff would then decide to either continue working on their topic, choose another topic to study from the existing menu, or create a new topic to study.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 100% of teachers and paraprofessionals will have had the opportunity to participate in 3 professional study group cycles on Mondays focusing in on an area of growth identified by the staff members. They will have the opportunity to turn key information and as a result growth will be able to be validated during the end of year conference and be visible in observational data.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the</i>
15. Research-based instructional programs, professional			

<p>development, and/or systems and structures needed to impact change</p> <p>16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>17. Strategies to increase parent involvement and engagement</p> <p>18. Activities that address the Capacity Framework element of Trust</p>			<i>activity/strategy?</i>
<p>Teacher teams will meet to look at student work, on-demand writing, pre-assessments, conference notes, checklists, and other qualitative data to shape the direction of the Teacher’s College Staff Development focus.</p> <p>Curriculum Specialists and Literacy Coach will plan, demonstrate, co-teach, and debrief according to data, observations, and teacher/student needs.</p> <p>Vertical study groups will be established and teachers will join the groups based on the needs of their students.</p>	Students in Grades K-8	September 2014-June 2015	<p>Nina Ishmael, Assistant Principal/ Curriculum Specialist Grades 3-8</p> <p>Ali Giordano, Literacy Coach, Grades K-8</p>
<p>All grade curriculum planning will include modifications for ELLs for Literacy and Math.</p> <p>ESL and Special Education providers will attend Teachers College Staff Development. In addition, planning sessions and lab sites will include strategies to support special education students and ELLs.</p> <p>Select study groups will be created by staff to address the needs of special education and ESL students. Some of these groups include: ADHD, Vocabulary, Autism, The Dynamics of Student Interactions in the Classroom...</p>	Students in grades Pre-K-8th	September 2014-June 2015	<p>Administrative Team</p> <p>Teachers College Staff Developers</p> <p>Nina Ishmael, Assistant Principal/ Curriculum Specialist Grades 3-8</p> <p>Ali Giordano, Literacy Coach,</p>
<p>Parents will be invited on the first Friday of each month to participate in classroom activities and attend parent workshops. The topics will be generated using a parent inventory.</p> <p>Parents will be invited to class publishing parties to celebrate the culmination of student work /projects.</p> <p>Teachers will use the parent engagement time to collaborate and create a parent newsletter. This will include grade teams and content area cluster teams.</p>	Students in Grades Pre-K-8	September 2014-June 2015	<p>Administrative Team</p> <p>Ali Giordano, Literacy Coach, Grades K-8</p> <p>Grade Leaders</p> <p>Staff</p>
<p>Professional study groups will be created using an inventory which will give staff choice and control to allow them to grow professionally.</p> <p>A liaison meeting will meet periodically to address concerns. Members will include the school’s union representative, select staff members, and the principal.</p> <p>Inter-visitations will be scheduled in order for teachers to learn from each other and grow professionally.</p>	Students in Grades Pre K-8	September 2014-June 2015	<p>Administrative Team</p> <p>Ali Giordano, Literacy Coach, Grades K-8</p> <p>UFT Representative</p>

			Staff
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Professional books as requested by members of study groups
- Hiring of substitute teachers for Teachers College Staff Development
- Budgeting for Teachers College Staff Development, including staff developers, calendar days, and study groups
- Scheduling coverages for inter-visitations/planning using ATRs
- Creating schedules for Teacher’s College Staff Development

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
20. Specify a timeframe for mid-point progress monitoring activities.

There are three cycles for the professional study groups. Groups will meet every Monday to review student work, share new learning, research, and address student outcomes. Each cycle will have a culminating activity, including a sharing showcase or newsletter to turn key their ideas, findings, and applications to classroom dynamics and instruction. Teacher teams will meet on Mondays for planning, inquiry, and articulation with providers. Teachers College Staff Developers will conduct professional development on a monthly basis. Administrators will monitor the PD presented by attendance.

Professional study groups will share out at the end of each of the three cycles (November, February, and May). Teacher teams will monitor student progress at the end of each unit, across all major content areas. They will use the pre- and post- assessments from the portfolios to monitor and discuss student progress. Teachers College Staff Developers will articulate with staff, Literacy Coach, and administration at the end of each cycle of professional development.

Part 6b. Complete in **February 2015.**

21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
22.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

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|-----|--|
| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Last year presented many problems with following through on supporting teachers adequately due to the large number of mandated observations. This year we knew that follow through on teacher feedback was going to be crucial to improving teacher practice. We established a timeline for observations with adequate time in between to meet, co-plan, co-teach, and model expectations for teachers. The time line also allowed for additional observations for those teachers requiring additional support. We also knew that it would be important that all administrators knew the path of the teacher. This would be recorded on Google docs and shared with administrators to view prior to an observation and focus on the previous feedback.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By May 2015, 90% of teacher will have met their annual goals for growth as measured by pre and post meetings with administrators. Administrators will provide support to teachers through conference and observations in order to meet these goals.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
Administrators will meet with all teachers and discuss their annual goals and how they plan to achieve them. Administrators will refer to previous goals and recommendations to assist in formulating the goals. Goals must lead to increasing student outcomes. Administrators will debrief weekly on the progress of teachers.	All teachers.	Annual goals will be addressed by the end of September 2014. Support	The school principal will oversee all new teachers from September-November. Assistant Principals will be involved with goal setting

		will continue until June 2015.	and teacher support.
A year-long schedule of observations will be established that includes time for supporting teachers in their goals. Teachers will be included on co-teaching, modeling lessons, and classroom intervisitations. Weekly meetings will be used to debrief areas of concern. Administrators will be responsible for monitoring the feedback and implementation of recommendations.	Teachers not achieving effective.	Sept 2014-May 2014.	The principal will establish the schedule and the assistant principals will provide support, log progress, and meet weekly with the principal.
All administrators and our literacy coach will document feedback, next steps, and support that were put in place. These will be shared in order to establish plans for improvement.	Teachers not achieving effective.	October 2014-May 2014.	All administrators are responsible for documenting feedback via Google Docs, including next steps and supports provided.
Logs of support will be used for those teachers not making any growth. Mid-year conversations will take place to determine progress on meeting goals. All teachers will receive timely verbal and written feedback on next steps.	Teachers not achieving effective	October 2014-June 2015	All administrators are responsible for maintaining a log of support. Our literacy coach also maintains a general log of support.

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Google docs
- Intervisitations will require schedule changes and substitute teachers in order to provide necessary professional development.
- Time for conferences and feedback sessions.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
30. Specify a timeframe for mid-point progress monitoring activities.

- By September 30, 2014, all teachers will have had the opportunity to meet with an administrator and discuss annual goals.
- Administrators will meet weekly to debrief the past week's observations and feedback that was given.
- Google docs observation chart documenting teacher growth will be reviewed after each cycle- Nov 7, 2014, Dec 23, 2014, February 13, 2015, and March 27, 2015. A total of 4 cycles will be in place.
- Use Advance to monitor teacher growth.
- By June 2015, all teachers will have the opportunity to have a post conference geared at determining the success of meeting their goal.

Part 6b. Complete in February 2015.

31. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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32. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

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| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Trends in our parent environment survey and in house school survey indicated the desire of parents to be more fully involved in the academic progress of their children. One of the indications was that parents were still unclear of the expectations of the Common Core Learning Standards. We had traditionally had an open house monthly followed by a workshop targeting a particular interest of parents. These opportunities for parent engagement were met with great enthusiasm but we still felt a disconnect with some of our new parents, in particular those parents who were not proficient in English. This was evidenced by a low turnout of parents who did not speak English even though we offered simultaneous translation. Our parents association began to offer more opportunities for translation on a daily basis and we saw our parent involvement increase. One of the most immediate ways that we were able to have constant interaction with parent was our ability to create an email distribution list on a class, grade, and school level. Additionally, we used Title III funds in order to promote English proficiency for parents. Parents had the opportunity to learn English at school under the guidance of one of our ESL teachers as well as at home using Rosetta Stone. It is our goal to promote more understanding of what is taught at school to parents and how it impacts their children. As a result, we hope to increase attendance at our parent engagement opportunities.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By May 2015, parent engagement will increase by 5% for parents, specifically targeting our non-English speaking parents, as evidenced by attendance sheets, feedback surveys, and parents meetings.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
Parents will routinely be invited to share their expertise and culture in their child’s classroom via publishing parties, workshops, career day. These events will be published on email and via backpacked hard copy as well. Sponsored events will have simultaneous translation	Parents, students, and staff.	Oct 2014- June 2015.	Parent Coordinator, teachers, administrators.

opportunities via our translation units.			
Our parents association will buy movie rights for the school year allowing us to have several movie nights where families can have dinner and a movie and become closer to the parents in the community. Additionally school wide events include the school carnival, the talent show, and the Art showcase which highlights various talents from all cultures.	Whole school community.	January 2015-June 2015.	Parent's Association, teachers, parent coordinator, administration.
Staff members will participate in parent engagement opportunities by sponsoring workshops designed to help parents engage academically with their children. Some of the workshops include: Building Academic Vocabulary, Learning to Read an IEP, Anti Bullying workshop.	Audience changes based on workshop agenda.	October 2014-May 2015.	Parent coordinator, administrators, coaches, teachers.
Rosetta Stone licenses will be purchased for parents who want to learn English via Title III funding. There will be a teacher available to assist parents and they will also be able to utilize the program at home.	Parents who are learning to speak English.	January 2015-May 2015.	Teacher and administrators.

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Rosetta Stone software Expertise of staff members Community based organizations for some of the workshops Parent volunteers Active parent association Parent coordinator

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
x	Tax Levy		Title I Basic		Title IIA	x	Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <p>39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>40. Specify a timeframe for mid-point progress monitoring activities.</p> <ul style="list-style-type: none"> • Attendance at parent engagement opportunities will be monitored specifically for parents of ELL students. • Periodic meetings with the parent association in order to determine increase of parent involvement. • Learning Environment Survey • In house parent surveys. • Tear off sheets for attendance • Attendance at school wide events (ticket sales)
Part 6b. Complete in February 2015.

41. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
42. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Below grade level on Fountas and Pinnel Assessment; Approaching standards and Below Standards on the NYS ELA Exam and teacher's recommendation.	Fountas and Pinnel Leveled Literacy Intervention Kit, which includes guided reading, interactive writing, listening and speaking strategies	Small group instruction of 3 – 4 students.	Before and After School.
Mathematics	Below grade level as identified by course work, portfolios, exams, and state exams.	Mentor program- Students mentor each other under the supervision of a teacher.	Tutoring	During the school day-lunch hour.
Science				
Social Studies				
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teacher or parent concerns regarding social-emotional functioning; student experiences a crisis during the course of the school day	At-Risk counseling and crisis intervention services	At-risk counseling can be provided in a small group setting or on an individual basis and can be ongoing for a duration of 3-6 weeks; crisis intervention is generally provided on an individual, as-needed basis	During the school day or at lunch time

Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools	X	Non-Title I
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Part 2: All Title I Schools

2a. 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.

2b. 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).

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

4b. 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.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

1. Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
2. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

PS/IS 206 Parent Involvement Policy and School Parent Compact

Although we are no long a Title 1 school, at PS/IS 206 we will support parents and families of students by:

- 1. Providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology:*
 - Monthly Classroom Newsletter that outlines current units of study within the classroom.*
 - Monthly School wide Parent Newsletter including student feedback on current units of study within their own classroom.*
 - Parent meetings with teachers to discuss child's instructional goals*
 - Workshops explaining content of state exams and strategies to best improve their child's score*
 - Parent orientations/classroom visits to see firsthand both the classroom environment and outlines of Common Core State Standards across content areas*
 - Progress reports, reading logs, and portfolios benchmarking students' progress*

- 2. Providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children:*
 - School website*
 - Parent email distribution list*
 - Parent-centered bulletin boards aligned to CCSS on each grade*
 - Written communication in their native language*
 - In house translators available at workshops*
 - Scheduling workshops before, during and after school to accommodate parents' schedules*

focusing on CCSS

- *High School orientation workshop on application process for middle school students*
- *Inclusion of parents on School Leadership Team & Safety Committee*
- *Monthly progress reports, report cards, telephone calls, e-mails, texts prompted by Jupiter Grades*
- *Open House*
- *September “Meet the Staff” evening*
- *After school programs and AIS intervention*

3. *Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress:*

- *Progress reports, report cards, telephone calls, e-mails*
- *Monthly School Newsletter*
- *Monthly Classroom Newsletters*
- *Reading Logs reviewed and signed by parents*
- *Sharing of child’s instructional goals*
- *ELL orientation*
- *In house translators available for all meetings*
- *Home language translations for written communication*
- *Parent/Teacher conferences*
- *Parent Association meetings held in mornings or evenings*
- *School Leadership Team*
- *School website*
- *Signing of all tests and projects*

4. *Providing assistance to parents in understanding City, State and Federal standards and assessments:*

- *Workshops outlining content and grade level expectations of CCSS curriculum*
- *Parent Engagement sessions on Tuesday Afternoons*
- *In house translators at all meetings*
- *Parent/Teacher conferences*
- *One on one parent/teacher meetings assessing student progress highlighting item analysis for math and literacy*

- *Progress reports and portfolios benchmarking students' goals*
5. *Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand:*
- *Written communication in native language*
 - *Monthly Parent School Newsletter*
 - *Monthly Classroom Newsletter*
 - *School website*
 - *In house translators*
 - *Cultural night/Talent Show*
 - *Parent orientations/classroom visits*
 - *ELL orientation*
 - *School Leadership Team*
 - *Fundraisers*
 - *Holiday Assemblies, Dances, Carnival, Book Fair, Picture Day*
6. *Providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community:*
- *Parents as Partners Violin program*
 - *Volunteering opportunities at school events*
 - *Monthly Parent School Newsletter*
 - *Parent Involvement during classroom special events*
 - *ELL orientation*
 - *Ballroom Dancing*
 - *Workshops on ELA, Math, Comprehensive Word Study*

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with 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 various programs. This information will be maintained by the school.

In developing the Parent Involvement Policy, 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 Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, PS/IS 206 will:

- *Actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's goals as outlined in the Comprehensive Educational Plan, including the implementation of the school's Parent Involvement Policy and School-Parent Compact.*
- *Engage parents in discussion and decisions to promote parent involvement, including family literacy and parenting skills through workshops, parent orientations, classroom visits, one on one meetings with guidance counselor and teachers.*
- *Support school-level committees that include parents who are members of the School Leadership Team and the Parent Association (or Parent-Teacher Association). This includes providing technical support and ongoing professional development, especially in developing leadership skills. Parents are also members of the School Safety Committee.*

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences twice a year and open houses during which the individual child's achievement will be discussed as well as how this Compact is related;
- 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 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 school 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 with all members of the school community;
- supporting parental involvement activities as requested by parents;
- 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., 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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 22	Borough Brooklyn	School Number 206
School Name The Joseph F. Lamb School		

B. Language Allocation Policy Team Composition [i](#) 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 Deirdre Keyes	Assistant Principal Nina Ishmael
Coach Alfonsina Giordiano	Coach
ESL Teacher Margo Greenberg, J. Goldman	Guidance Counselor Tina Young
Teacher/Subject Area Jennifer Cengia/Common Branch	Parent Yelena Guz
Teacher/Subject Area	Parent Coordinator Jennifer Hom
Related Service Provider Amity Hong	Other
Network Leader(Only if working with the LAP team)	Other

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	7	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	3	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1394	Total number of ELLs	243	ELLs as share of total student population (%)	17.43%
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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	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
self-contained	42	29	23	0	0									94
Push-In	3	8	12	25	47	26	21	4	3					149
Total	45	37	35	25	47	26	21	4	3	0	0	0	0	243

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	243	Newcomers (ELLs receiving service 0-3 years)	199	ELL Students with Disabilities	29
SIFE	2	ELLs receiving service 4-6 years	38	Long-Term (completed 6+ years)	6

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. [?](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
ESL	199	2	10	38		15	6		4	243
Total	199	2	10	38	0	15	6	0	4	243

Number of ELLs who have an alternate placement paraprofessional: _____

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
TOTAL	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			
	ELL	EP	ELL	EP																		
SELECT ONE																				0	0	
SELECT ONE																					0	0
SELECT ONE																					0	0
TOTAL	0	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
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	5	9	5	3	6	4	3	1	0					36
Chinese	7	18	14	9	25	12	5	1	1					92
Russian	15	3	7	6	9	4	9	2	0					55
Bengali	0	0	0	0	0	0	0	0	0					0
Urdu	2	0	1	0	3	2	0	0	1					9
Arabic	4	1	1	0	3	0	0	0	1					10
Haitian	0	0	0	0	0	0	0	0	0					0
French	0	0	0	0	0	0	0	0	0					0
Korean	0	0	0	0	0	0	0	0	0					0
Punjabi	0	0	0	0	0	0	0	0	0					0
Polish	0	0	0	0	0	0	1	0	0					1
Albanian	0	0	0	1	0	0	0	0	0					1
Other	12	6	7	6	1	4	3	0	0					39
TOTAL	45	37	35	25	47	26	21	4	3	0	0	0	0	243

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)	24	4	5	8	13	10	4	1	0					69
Intermediate(I)	0	8	9	5	11	3	4	1	1					42
Advanced (A)	21	25	21	12	23	13	13	2	2					132
Total	45	37	35	25	47	26	21	4	3	0	0	0	0	243

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
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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	29	8	0	0	37
4	11	3	1	0	15
5	3	6	2	0	11
6	3	1	0	0	4
7	2	1	0	0	3
8	1	2	0	0	3
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	21		13		7		3		44
4	11		8		3		0		22
5	10		2		7		1		20
6	2		1		1		0		4
7	2		1		0		0		3
8	0		3		0		0		3
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	6		7		7		2		22
8	0		2		1		0		3

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

- 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.
PS/IS 206 uses the Fountas and Pinnell Benchmark Assessment System (F&P) to assess students across the continuum of literacy learning from grades K-8. The F&P benchmarking system is a one on one approach which uses running records to match students to an appropriate independent and instructional reading level. Reading levels are divided into twenty-six parts, A-Z, and each student must

be proficient in decoding and comprehension to move up a level.

Data is centralized and uploaded onto google.docs where students' teachers record F&P reading levels, accessible by all P.S./I.S. 206 staff. Data is updated on a quarterly basis, when students are reassessed. Data entered in google.docs shows growth and gains as well as students needing additional support. A centralized schoolwide database allows teachers and administrators to efficiently access to F&P data.

ESL Teachers meet regularly with content area teachers to analyze data from assessments and inform instruction. Data gathered from F&P assessments provides valuable information about ELLs for classroom teachers, ESL teachers, and schoolwide cluster teachers. F&P running records provide a miscue analysis distinguishing visual, syntactical, and comprehension errors. F&P assessments also provide feedback about students' fluency and understanding.

Instructional planning for ELLs is driven by the many useful insights into the educational needs provided by F&P assessments. Reading and writing workshops are planned according to data analysis and lessons are built to include specific skills including decoding, word morphology, and comprehension, depending on students' needs. Goals for each student are also set according to data.

In addition to data driven planning for ELL students on an individual basis, teachers use F&P data to create strategy groups. Analysis of ELL students' F&P running records directly drives academic instruction and enables teachers to design clear and coherent lesson plans based on the students' needs.

F&P is the primary assessment tool used to assess the early literacy skills of ELLs, but other assessments are also used to supplement instruction and gain insights into student needs. PS/IS 206 will be using the Performance Series Assessments, an online test, twice this year to provide additional assessment data. 'On Demand' writing pieces are used as assessment tools, portfolio pieces, and supplements based on individual student needs can be used to build data about students performance.

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

NYSESLAT and LAB-R results show modality strengths and weaknesses but do not provide reading levels or grade equivalencies. The NYSESLAT is also a lagging indicator where F&P is updated on a quarterly basis. Students' teachers are provided a baseline analysis from the F&P benchmarking system.

All data included in the Assessment Analysis is based on NYSESLAT test results as of June 2013 and LAB-R results for new admits as of November 1, 2013. Data reveals 29% of ELLs are at the beginning level, and 17.2% of ELLs are at the intermediate level. 53.7% of ELLs schoolwide are considered advanced. 46.2% of students are beginning and intermediate ELLs, compared with 53.7% of advanced ELLs. 55.3% of kindergarten ELLs are beginning, and 44.7% of kindergarten ELLs are advanced.

Kindergarten, first, and second grade continued to have the highest concentration of ELLs school wide, but Kindergarten had the highest concentration of beginning/intermediate students. The number of ELLs reaching proficiency on the listening/speaking portions of the NYSESLAT were dramatically higher than the proficiency levels on the reading/writing portions. Evidence supports a weakness in reading/writing as a schoolwide trend, including K-8 ELLs.

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

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

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](#))

In addition to data driven instruction from F&P analysis, instructional decisions are also made based on NYSESLAT data. Patterns across modalities- reading/writing and listening/speaking- affect instructional decisions.

Writing is evidently the lowest and most challenging area for ELLs, so curriculum is driven with a focus on writing skills. ESL teachers attend professional development in reading and writing, and create scaffolds for ELLs.

NYSESLAT modality reports show a lower score in listening/speaking schoolwide and curriculum is adjusted and scaffolded to engage students in meaningful academic language. Accountable talk is encouraged and storytelling, early childhood mostly, is incorporated

into the literacy block. Debates are also a targeted strategy for practicing listening/speaking.

Annual Measurable Achievement Objectives (AMAO) are an additional data driven factor used to differentiate instruction based on students' NYSESLAT proficiency levels. Small groups can be formed and targeted intervention and teaching based on weaknesses can be addressed, but NYSESLAT is more of a baseline indicator of an ELLs language abilities, and F&P is updated on a much more frequent basis, which allows for more targeted curriculum plan.

AMAO data provides useful indicators about student progress and native language. ELL students' content area teacher may use the information provided to group students in either homogeneously or heterogeneously, depending on student needs. Overall, data from the AMAO indicates a weakness in reading/writing, and a general proficiency in listening/speaking for ELLs after three years. Data from ATS are helpful in strategic lessons planning and grouping. If a student is a beginner in listening/speaking teachers will often try to use native language support by finding a partner proficient in English and student's Native Language.

4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

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

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

Based on the analyzed results and data patterns on the 2013 NYSESLAT exam, the LAP Committee has identified reading and writing as the weakest modalities for the intermediate and advanced ELL students in grades 1-8. This is also similar to last year's data. This data was shared with ESL teachers and all classroom teachers with ELL populations.

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](#).)

RtI for ELLs has three major levels, Tier I: Core of Instruction, Tier II: "Double Dose" of Instruction, and Tier III: Intensive Intervention. RtI incorporates early intervention strategies to target students, including ELLs, needs and deliver extra attention, or intensive and individualized instruction. One main focus of RtI is a pre-evaluation for addressing special education needs, and ELLs who may have special needs receive RtI, but with existing ESL scaffolds.

When a student moves from another country many factors play important roles in student success in the target language. RtI allows teachers to take a closer look at each student and determine appropriate and more effective instruction for students. RtI also allows students more time to adjust to a new culture and language while receiving Tier II and Tier III intervention strategies. Many factors play important roles in the language learning process, and RtI protocols allow educators to take a closer look and get to know students before special education services are required.

When screening ELLs for RtI questions about a student's prior schooling and educational background are explored in depth. If necessary a meeting with the parents and a school based translator will be set up to determine the level of schooling in the previous country. Equivivances cannot be expected, and different standards are often explored in the early stages of RtI intervention.

6. How do you make sure that a child's second language development is considered in instructional decisions?
ESL teachers are familiar with their student's proficiency levels, progress and their stages of language acquisition. Through multiple and ongoing assessments and through continuous articulation with the classroom teachers, instructional decisions are made together that reflect accurate and current instructional needs and goals.
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?

Paste response to questions here:

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

PS/IS 206 uses multiple criteria to measure the success of the ELL programs. Both the school administration and the ELL faculty maintain high expectations and standards for the ELL population. Every year ESL teachers thoroughly analyze NYSESLAT, ELA, Math, and other content area test scores to determine how successful ELLs were on these exams compared to past years. Based on this year's RLAT report, roughly 24% of the ELLs who took the 2013 NYSESLAT exam scored at a proficient level. These numbers are believed to be higher than the current city-wide average and have been higher than past citywide averages every year since the inception of the NYSESLAT exam.

Since PS/IS 206 has such a large amount of newcomers, the relatively high NYSESLAT proficiency rates when compared to the city average are viewed as a measure of success and the ELLs have always made AYP.

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

The second most widely used measure are ELA scores and progress on the ELA from year to year. Citywide scores dropped last year across the board so last year's exam isn't indicative of accurate growth measures because the exams in the last two years were so different. While PS/IS 206 is proud of the strides many ELLs have taken, and many ELLs showed progress and growth from year to year, it is clear that not enough ELLs are on standard.

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

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](#).)

These following mechanisms are in place:

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

At Kindergarten registration and at the beginning of the school year, a certified ESL teacher from the initial identification team is present. It is usually one of the three push-in/pull-out ESL teachers. Whenever a child is being registered during the school year, the pupil accounting secretary calls an available pedagogue on the initial identification team list to come to the office to conduct the informal oral interview and administer the Home Language Information Survey. The pedagogue is in charge of these components of the registration process. All new students at registration receive a Home Language Information Survey. The HLIS is given to the parent/guardian in his/her corresponding home language. Since there are five pedagogues on the list, a pedagogue will always be present to assist and conduct the interview.

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

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

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

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

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

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.

PS/IS 206 has a number of structures in place to ensure that parents understand all three program choices available to them. Once new students are identified as entitled ELLs, PS/IS 206 holds a number of Parent Orientation Workshops. Workshops are held in

four separate languages within the first ten days of school, others are held at more convenient times if parents did not attend the first, and ongoing workshops are held throughout the school year when newly entitled ELLs enter the school.

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

Four separate meetings reflecting parents' language needs are conducted during the school day. They are in Chinese/English, Russian/English, Spanish/English and English/Other. The bilingual parent coordinator, translators, or a bilingual educational assistant are always present along with a fully certified and licensed ESL teacher who conducts the workshop. Videos are shown in the parents' home language. All materials distributed at these meetings, including the NYCDOE published Parent Guide and Parent Connection Booklet are distributed in the parents' home languages. Parents/guardians view the video and have an opportunity to review all the materials.

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

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

The agendas, parent/guardian attendance, and copies of Parent Program Selection Choices are on file in the main office for review.

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 [\[see tool kit\]](#).)

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

Completed parent selection forms are counted and analyzed. The originals are stapled to the HLIS and placed in the student's cumulative record folder. Copies of completed parent selection forms, agendas, attendance, and HLIS are stored in an ESL drawer in the main office.

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

If there are more than 15 students in contiguous grades whose parent's/guardian's choose a transitional bilingual program in a particular language, then a class will be created. If a program selection form is never completed then the default program will be counted as bilingual. If there are 15 students whose parent's/guardian's choose a dual language program in a particular language,

then a dual language class will be created.

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

5. 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.

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

- * Lists of currently entitled ELL students are updated every month and right before the NYSESLAT to take into account entitled new-admits, transfers, and discharges.
- * ATS reports are compared with in-house ELL lists to ensure all entitled students are tested.
- * NYSESLAT test materials are ordered accordingly.
- * Tests are scheduled and completed within the test window. Proctors are trained on how to administrate the NYSESLAT.
- * ESL teachers administer the Speaking portion of the exam individually to ELLs who are serviced by other ESL teachers not their own students.
- * Quiet locations are chosen and the Listening, Reading and Writing sections are administered on three consecutive days.
- * All test materials and answer documents are counted, organized, and submitted.

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. 

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

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

In the current 2013-2014 school year, as of October 2013, PS/IS 206 had 67 newly entitled ELL students and received 64 completed program selection forms.

Chinese: As of October 2013, PS/IS 206 had 8 newly entitled Chinese speaking ELLs in Kindergarten and received 8 completed program selection forms. 4 selected Dual Language, 3 selected Transitional Bilingual, and 1 selected Freestanding ESL.

Russian: As of October 2013, PS/IS 206 had 19 newly entitled Russian speaking ELLs in Kindergarten and received 19 completed program selection forms. 17 selected Freestanding ESL, 1 selected Dual Language and 1 selected Transitional Bilingual.

Spanish: As of October 2013, PS/IS 206 had 6 newly entitled Spanish speaking ELLs in Kindergarten and received 6 completed program selection forms. 4 selected Freestanding ESL and 2 selected dual language.

All other language speakers do not have the required numbers for a Bilingual or Dual Language class to be considered. All other grades, including contiguous grades, did not have required numbers for a Bilingual or Dual Language class to be considered.

In the 2012-2013 school year, as of October 2012, PS/IS 206 had 83 newly entitled ELL students and received 80 completed program selection forms.

Chinese: As of October 2012, PS/IS 206 had 25 newly entitled Chinese speaking ELLs in Kindergarten and received 24 completed program selection forms. 22 selected Freestanding ESL, 1 selected Dual Language and 1 selected Transitional Bilingual.

Russian: As of October 2012, PS/IS 206 had 18 newly entitled Russian speaking ELLs in Kindergarten and received 18 completed program selection forms. 15 selected Freestanding ESL and 3 selected Transitional Bilingual.

Spanish: As of October 2012, PS/IS 206 had 13 newly entitled Spanish speaking ELLs in Kindergarten and received 13 completed program selection forms. 6 selected Freestanding ESL, 6 selected transitional Bilingual and 1 selected Dual Language.

All other language speakers do not have the required numbers for a Bilingual or Dual Language class to be considered. All other grades, including contiguous grades, did not have required numbers for a Bilingual or Dual Language class to be considered.

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

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

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

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

All forms not returned were counted towards a Transitional Bilingual program but the numbers were insufficient to merit the creation of a class. All other language speakers do not have the required numbers for a Bilingual or Dual Language program to be considered.

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 organizational models used at PS/IS 206 are Self-Contained, Push-In, and Pull-Out ESL. There are some ELLs who are served in both Push-In and Pull-Out settings. Over the past two years, the administration and service providers have made a conscious effort to move away from the Pull-Out model, and focus on a Push-In model to service ELLs who are not in a self-contained ESL class.

Self-Contained ESL, Grades K-2

PS/IS 206 uses the Self-Contained ESL Model in early childhood education with two ESL kindergarten classes, one first grade, and one second grade class. Classes are heterogenous, with different language abilities and competencies represented ranging from absolute beginner to students with advanced scores on the LAB-R (for Kindergarten) or NYSELSAT.

Kindergarten ESL has an enrollment of twenty students in one class, and twenty-three in another class as of November 1, 2013. Three kindergarten ELL students are placed in other classes to meet specific IEP goals and receive ESL services by pushing into the ESL class for literacy blocks either 360 minutes a week or 180 minutes/week, in compliance with mandates. First Grade ESL has twenty-eight students enrolled, and Second Grade ESL has an enrollment of twenty-four ELLs. Early childhood has a total number of 118 ELL students receiving services.

Fully certified ESL teachers teach all ESL Self-Contained classes. Teachers attend regular grade level professional development in reading, writing, and math. Curriculum is age appropriate and academically rigorous. Literacy skills follow Teacher's College Units of Study. Teacher's College Staff Developers work closely with the K-2 literacy coach, host professional development sessions, and model lessons for ELL self-contained teachers. TC Staff Developers discuss strategies for making academically challenging content comprehensible for ELLs.

Technology is encouraged and incorporated on a daily basis with the use of Smart Boards, iPads, laptops, smart tables, or other available resources depending on availability. PS/IS 206 annually renews subscriptions to online resources for reading materials such as Reading A-Z, RAZ Kids, BrainPop, and other iPad applications used as classroom resources.

Laptop carts and desktop computers with an Internet connection are available in most rooms, or can be borrowed. Programs on the Internet students may use are Starfall.com, Storyline Online, and author specific websites, to name a few. Many materials are available to be printed and brought home as a resource and for practice, especially if a student is new to the country and needs English language literature at home. Students can also note and circle letters or words learned in easily reproducible paper books such as the ones from RAZ Kids.

All students' literacy skills are assessed on a quarterly basis using the F&P Benchmark System, and results are currently imported into Google docs and instruction is planned according to data driven need. Content is academically similar to other kindergarten classes at PS/IS 206, with ESL teachers following the same units of study. Content is scaffolded for ELLs using visual support and language supports during each lesson. Read Alouds use picture support and teachers often pre-teach vocabulary before reading to ensure comprehensible content. Teachers use a wide variety of scaffolds to ensure language acquisition as well as grade level content instruction.

Mathematics instruction in grades K-2 uses Envisions, an academically challenging program designed to support learning mathematical concepts and also focuses on academic language surrounding math. Students are often asked to explain their work on a met cognitive level with Envisions, and ESL teachers scaffold instruction to support students and enable success in math. Smart Boards are often used to illustrate new concepts in a visual and comprehensible manner.

Accountable talk stems are used for turn and talks, and beginning ELLs are often placed in a group of three to watch other students model speaking until the student feels comfortable to try independently. Writing is scaffolded for ELL students to foster vocabulary development alongside writing skills. Students may 'act out' parts of stories they wish to share, with discussions around specific vocabulary and academic language surrounding students ideas. Students are encouraged to build upon prior knowledge and schema, especially in writing, by bringing in pictures or artifacts from their culture.

Multiculturalism and respect for different backgrounds, especially in building schema, is a school-wide focus as well as an ESL self-contained focus. Students at PS/IS 206 come from almost every corner of the world and speak many different languages. Libraries have many multicultural books and represent a wide variety of different ethnic backgrounds and cultures.

Push-In ESL

It is understood that research has shown the effectiveness of the Push-In model when it is implemented correctly. PS/IS 206 has three fully certified ESL teachers implementing the Push-In Model. To maximize the learning potential for ELLs inside their classrooms and minimize disruptions due to missed periods, PS/IS 206 is shifting as much as possible to a Push-In Model, scaffolding language and content with two teachers in the classroom.

In the 2013-2014 school year, there are 25 ELLs in third grade, and only three are pulled out of their regular class for ESL services exclusively, and only because of IEP mandates. 3rd Grade ELLs stay in their class, with an ESL Teacher pushing in for the mandated number of periods. Close planning and co-teaching is required for this model to be effective. Wednesdays from 2:30- 3:20pm is available for teachers to meet to plan lessons. Teachers often meet to discuss student needs on common prep periods or during lunch.

In addition to 3rd grade being primarily Push-In ESL, all ELLs in first grade who are at an advanced level according to NYSESLAT scores are in one class, and an ESL teacher pushes into that first grade class 180 minutes weekly. Teachers find time to plan lessons together and discuss student needs and ways to support language development.

Fourth grade has 47 ELLs. All 4th Grade ELLs are receiving their Part 154 mandated 180 minutes in their classroom with a Push-In ESL teacher, and beginning/intermediate ELLs are receiving the additional 180 minutes in a pull-out setting, bridging two fourth grade classes. Fifth grade has 26 ELLs who are receiving 180 minutes of their mandated services via the Push-In model and the beginning/intermediate ELLs receive their additional 180 minutes via a pull-out model. Grades 6-8 has 28 ELLs who are receiving 180 minutes of their mandated services via the Push-In model and the beg/int ELLs receive their additional 180 minutes via a pull-out model. Push-In/Pull-Out Teachers work closely with classroom teachers to monitor student progress and plan instruction according to student needs.

All classrooms in grades 3-5 are also using the Envision Math program. The ESL Push-In model helps to complement these existing content area programs. The ESL Push-In teacher ensures that these programs are taught with the ELL child in mind and content is both modified and amplified to appeal to the needs of the ELLs in the classroom. Academic language necessary to succeed with word problems in mathematics is often a focus for ELLs.

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

Combination Push-In/Pull-Out Model

As stated earlier, research has shown the effectiveness of the Push-In model when it is implemented correctly. PS/IS 206 is trying to use the Push-In model as widely as possible and there are situations where combinations of two models are being used. ELLs in grades 3-8 are placed together by proficiency levels in the same classrooms to facilitate the Push-In model. Since there are many ELLs in most grades there are ELLs in multiple classrooms. Due to IEP requirements, there are additional ELLs in other classrooms. To ensure all ELLs receive their mandated Part 154 services, some SWD's and Beg/Int level ELLs receive services

through an ESL Pull-Out model as well.

According to Part 154, all beginning/intermediate ELLs are mandated to receive 360 minutes or eight 45 minute periods of ESL per week. They are receiving 180 minutes, or four periods, of their ESL services in their classrooms as part of the Push-In model in a heterogeneous setting. In addition to a certified ESL teacher pushing in to scaffold content and language for beginning/intermediate ELLs, B/I students are pulled an additional 180 minutes weekly to meet mandates. This gives teachers an opportunity to work closely with beginning and intermediate ELL students and often pre-teach vocabulary and concepts, aiding student comprehension when the ESL teacher is not present, and fostering independence.

Using this combination Push-In/Pull-Out model has many benefits. The majority of students receive Push-In ESL services, a school-wide focus, and students have an opportunity to spend more time in classrooms. Students in Pull-Out groups in grades 3 - 8 are in homogeneous proficiency groups of beginning/intermediate level ELLs.

Pull-Out Services

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

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

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

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

All ELL students in PS/IS 206 receive all mandated ESL services in accordance to CR Part 154 regulations. There are ten fully certified and licensed ESL teachers. Four of these teachers teach the four ESL self-contained classes. Three ESL teachers provide both push-in and pull-out ESL services to the rest of the school's ELL population. Three certified ESL teachers are not currently working as ESL teachers as they are the Principal, Assistant Principal and a Staff Developer.

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

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

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

Students receive challenging content based instruction aligned with The Common Core Standards with an emphasis on increasing their four language skill levels, content area knowledge, academic vocabulary, and developing learning/thinking strategies. The teachers provide continuous on-going formal and informal assessments, conferencing and conferring are consistent, and students are aware of their goals/expectations and are expected to self-assess.

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

Explicit ESL

Proficiency Levels

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

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

Advanced level students receive at least 180 minutes of direct ESL instruction and 180 minutes of ELA instruction to develop sophisticated reading, speaking, listening and writing skills. Emphasis is placed on empowering them to be English proficient. The LAP Committee has continued to identify reading and writing as the weakest modalities for students in grades 1-8. Writing skills are demonstrated, experimented and developed throughout the year. The LAP Committee also identified academic vocabulary development and marked improvement in reading comprehension skills as goals in grades 1-8. Enhanced targeted instruction and emphasis will be placed on teaching reading comprehension skills, writing strategies, and enhancing academic vocabulary development. Students will be exposed to many different genres and increase the amount of time they are spending with non-fiction literature. Modifications have been made and scaffolds have been included to the reading and writing components of classrooms lessons, particularly within the Teacher's College Reading and Writing Workshop Program to ensure understanding and enhance student development.

Explicit ELA

In addition to receiving Part 154 mandated ESL instruction:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

word-to-word bilingual dictionaries/glossaries and the DOE provides word-to-word glossaries in content area subjects. Results are used for testing accommodations, classroom instruction/grouping, translation issues, and to provide appropriate native language support.

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

All four modalities of English acquisition are evaluated on an ongoing basis throughout the school year. At the beginning of the year, or upon entry, NYSESLAT and LAB-R modality scores are thoroughly analyzed. If students have taken the NYSESLAT in the past, their scores are compared for growth. Classroom teachers and ESL teachers analyze and discuss data to determine strengths and weaknesses in all four modalities and influence instruction. Writing assessments are given at the beginning and end of each unit of study, with "On Demand" pieces available to track growth. Reading is assessed using F&P, as explained in detail in the assessments portion of the LAP. Listening and speaking are assessed continually during the school year, measured through conferences, storytelling, debates, and other listening/speaking interactions.

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).

STRATEGIC PLAN FOR SIFE

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

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

STRATEGIC PLAN FOR NEWCOMERS

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

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

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

as possible. Newcomers are grouped flexibly based on their recognized needs into appropriate reading and writing groups.

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

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

Contact is made with a relative/caregiver to see if English is spoken in the home and determine how much assistance the student can receive if he/she does not understand portions of the homework.

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

STRATEGIC PLAN FOR MIDDLE YEAR ELLS

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

STRATEGIC PLAN FOR LONG TERM ELLS

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

STRATEGIC PLAN FOR FORMER ELLS

Former ELLs still receive state testing modifications for the next two years after they score out of the ESL program. They will continuously be tracked to check for continued growth. In the past, recent former ELLs who are struggling have attended an ESL class or classes, extended day with one of the ESL teachers, or attended the Title III after school program. Former ELLs are given continued assistance or support as needed.

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?

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

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

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

Courses Taught in Languages Other than English ⓘ

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

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

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

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

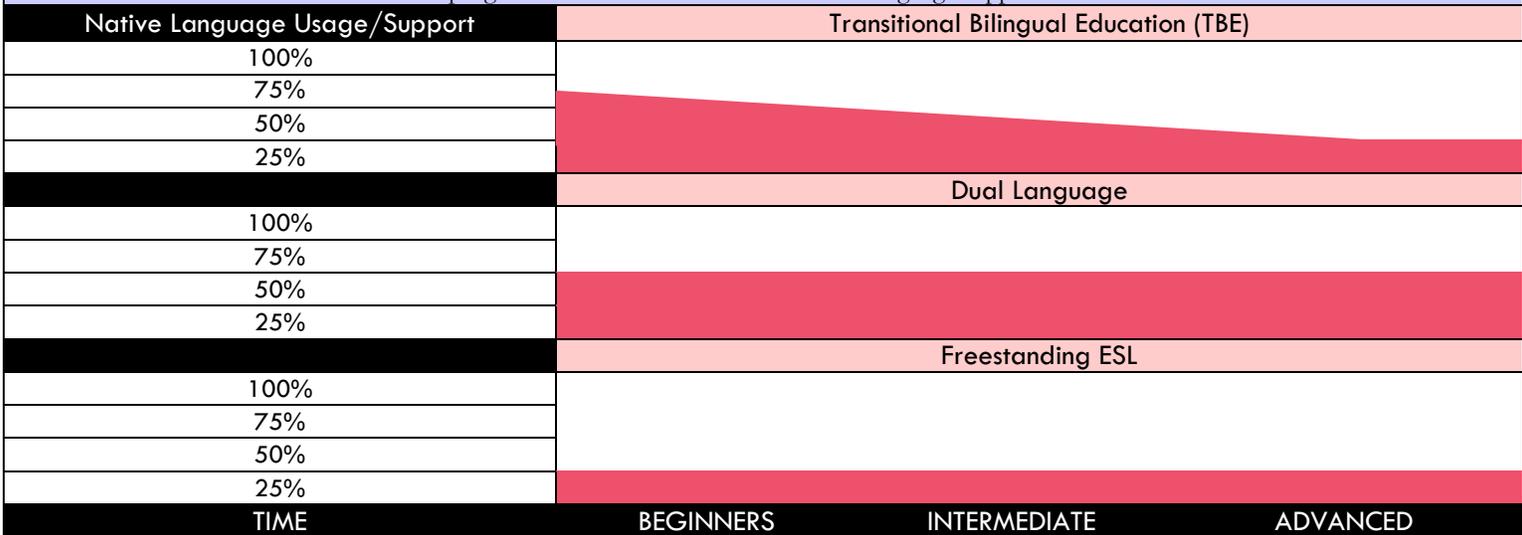
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

Native Language Usage and Supports

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



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.

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

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

All intervention programs are conducted in English. In addition, targeted ELLs will be invited to the expected ELA and math after school program.

Once a student is receiving targeted intervention services, he or she is monitored very closely. These are the primary targeted intervention programs with names attached, but consistent targeted intervention is happening daily in the classrooms through differentiated RTI instruction.

Examples:

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

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

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

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

Currently ELL programs at PS/IS 206 are effective and meet needs of ELLs in both content and language development. Both the school administration and the ELL faculty maintain high expectations and standards for the ELL population. Every year ESL teachers thoroughly analyze NYSESLAT, ELA, Math, and other content area test scores to determine how successful ELLs were on these exams compared to past years.

Content is grade level and age appropriate for all models of ESL and language support is scaffolded to foster independence and promote growth and development of academic language.

How is content made comprehensible and scaffolded to meet the needs of ELLs in both content areas and language development? Comprehensible, grade level, input is a school wide focus for ELLs. SmartBoards, laptops, and iPads are used as academic scaffolds and offer clear visual support for ELLs. Print rich environments with image scaffolds are the norm in classrooms with ELLs. Math is made comprehensible through the use of visuals and manipulatives, and language supports such as important math academic vocabulary and sentence starters are resources made available for ELLs, to ensure effectiveness of grade/age appropriate and academically challenging content with proper language acquisition supports.

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

New programs considered for the upcoming school year include, but are not limited to, summer school for Newcomers, Extended Day , Native Language Buddy Reading, and ELLs and Music. Title III After School is improved every year and time is allocated for Title III teachers to meet and discuss needs of ELLs and brainstorm ways to help students meet goals. Professional development and planning is given to teachers to help meet students' needs and update curriculum.

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

There aren't any significant programs being discontinued but there have been changes made to the Title III Program. Data clearly shows a need for more targeted beginning level ESL programs. Title III After School was not discontinued as a whole, but the curriculum was modified to meet ELL needs and students requested more arts incorporated into the Title III program, so music has been directly incorporated into the Title III curriculum.

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

ELLs are afforded equal access to all school programs. After school and supplemental services are offered to ELLs as curriculum scaffolds and language enrichment. If an ESL school student is interested in attending a particular program such as extended day, ELA or Math, after school programs, and the program fits with the students individual needs or interests students are invited to attend regardless of ELL status.

Letters and forms about all available after school programs are distributed in English and the parents preferred language.

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

Instructional materials in use at PS/IS 206 are aligned to Common Core State standards and if they are being used solely by the ELLs, are also aligned to ESL standards. Content area materials that were ordered last year are ELL friendly. Instructional materials are being utilized across all grade levels that are challenging, functional, comprehensive, and interesting for the students. These materials assist students and teachers to accomplish the school-wide goal of high achievements for ELLs.

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

Technology is encouraged and incorporated on a daily basis with the use of Smart Boards, iPads, laptops, smart tables, or other available resources depending on availability. PS/IS 206 annually renews subscriptions to online resources for reading materials such as Reading A-Z, RAZ Kids, BrainPop, and other iPad applications used as classroom resources.

Laptop carts and desktop computers with an Internet connection are available in most rooms, or can be borrowed. Programs on the Internet students may use are Starfall.com, Storyline Online, and author specific websites, to name a few. Many materials are available to be printed and brought home as a resource and for practice, especially if a student is new to the country and needs English language literature at home. Students can also note and circle letters or words learned in easily reproducible paper books such as the ones from RAZ Kids.

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

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

bilingual/word-by-word dictionaries/glossaries in the languages represented by the students in the school. Students literate in their native language may also use word-to-word translated dictionaries/glossaries or translated exams on certain state exams. Also, some classroom teachers allow new ELLs to use word-to-word glossaries/dictionaries on some content area classroom exams.

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

All resources that ELLs use are age and grade level appropriate. All student materials and resources correspond to students classroom content areas and expectations. ESL Push-In and Pull-Out Teachers are knowledgeable of the grade level curriculum and content area expectations. Content is scaffolded for ELLs and input is comprehensible. ESL Teachers modify resources, such as text books, that correspond to ELLs' ages and grade levels to ensure comprehension. Scaffolds can include visual/picture support, charts, accountable talk stems, and realia.

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.

Students are not identified as ELLs until after the beginning of the school year when they participate in the ELL initial identification process, which is described in detail in the beginning section of the LAP.

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

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

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

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

Contact is made with a relative/caregiver to see if English is spoken in the home and determine how much assistance the student can receive if he/she does not understand portions of the homework.

Newcomers are invited to the Title III After-School Program, and are strongly encouraged to attend ESL summer school if offered. They are

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

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

18. What language electives are offered to ELLs?

Spanish is the only language elective available to ELLs in grades 7 & 8.

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)?

Paste response to questions here:

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.

PROFESSIONAL DEVELOPMENT

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

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

On select Wednesdays classroom teachers at PS/IS 206 from 2:30-3:20pm have an opportunity to align planning and articulate with ESL service providers.

Professional Development covers, or plans on covering, a variety of topics related to ELLs as they engage with the Common Core Learning Standards. Some topic choices are:

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

In addition, each new teacher has received a teacher friendly guidebook titled “Achieving Academic Excellence with ELLs”. This guidebook was written by ESL teachers in PS/IS 206. It is a step by step guidebook that explains all facets of the ESL program, discusses issues relating to ELLs and answers commonly asked questions regarding ELLs.

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

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

ELL teachers receive Professional Development as well. They are attending all school based Teacher’s College Reading and Writing Workshop Program staff development sessions and have opportunities to attend workshops and conferences to continue to grow and learn about new issues and approaches for their ELL population. They will also be invited to all Title III Professional Development sessions within the Title III ESL After-School program.

Support Provided to assist ELLs with Transitions from Middle to High School

Often due to cultural and language barriers, the ELLs and their parents might not have an accurate or complete understanding of the middle/high school application process and the unique choices available to them. Effective communication and translation is paramount to offer support to the students and parents when middle and high school applications have to be filled out. Parents must understand the application process and the choices involved. The classroom teacher and the student's ESL provider work together and play important roles in ensuring that the applications are completed and parents have a complete understanding of how to complete the applications correctly.

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

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?

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

- Through translated blue cards and HLIS information, the teachers and the school as a whole know the exact translation and interpretation needs of all the students and their parents/guardians.
- Information from the school is sent home in the preferred language of communication.
- Translation is provided if needed at registration, parent meetings, workshops, and conferences.
- Translation units were purchased and are being used which provide simultaneous translation.
- Parents are invited to visit the Title III class during one of the ESL After School Program sessions.
- The school has a user friendly website at www.psis206.org which has the capacity to be translated into 35 different languages and has important postings and information for parents. In addition, it allows parents and teachers to communicate via email.
- Parents attend a Title III Rosetta Stone English program where they learn English through Rosetta Stone computer based programs with an ESL teacher in the computer lab.
- Parents are invited into the classrooms for cultural festivals, parties, parent orientations, and a number of school wide events.
- Parents are invited to chaperone on school trips and outings.
- Parents are encouraged to volunteer in the school.
- Parents are given information in their language about DOE sponsored events pertaining to parents of ELLs.
- The school has a multi-lingual translation team in place.
- Parents are notified and given access to the Bill of Parent Rights and Responsibilities which provides them with additional useful information.

Every last Friday of the month from 8:30-9:15am PS/IS 206 has an "Open House" and invites parents into the classrooms to actively participate in their students' education. Teachers plan lessons accordingly, with either bins of books to read aloud with children, math manipulatives, or other activities to engage parental involvement.

After each "Friday Open House" of the month, at 9:15am an administrator announces on the loudspeaker that parents who attended the open house are welcome to come downstairs for a workshop. Topics for workshops include: Ways to Foster Independence with Schoolwork at Home, Reading Strategies, and Building a Reading Life, just to name a few. PS/IS206's Parent Coordinator is a bilingual Chinese speaker, and many paraprofessionals speak Russian, which are the two major languages, of many, represented at PS/IS 206.

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

PS/IS 206 has a strong and long-term partnership with the Brooklyn Chinese Association. This community organization offers large and well attended after school programs on site at PS/IS 206 throughout the year. Many parents of ELLs send their children to these programs and have interaction with the employees and volunteers within these programs.

PS/IS 206 provides support to ensure their programs are successful. Although most of the students are Chinese, the after school program is open non-Chinese students as well.

In addition to local Brooklyn community based organizations, PS/IS 206 has partnered in recent years with Lincoln Center in an educational ballet program.

3. How are needs of the parents evaluated?

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

Every year a conversation is held with members of the PTA to come up with ideas together to foster parental involvement and to discuss the language/translation needs of the parents.

An open and accessible school where parents of ELLs feel comfortable provides more opportunities for the parents to voice their needs and concerns. Parents of ELLs are given many opportunities to interact with classroom teachers and the administration. Since many of the communication barriers are being addressed through strong measures taken by the school, the teachers and parents are able to form working relationships to benefit the ELL population.

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

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

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

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

Planned meetings and parent workshops:

- November 1, 2013 "Safety & Community Resources"
- December 6, 2013, TBD
- January 3, 2014, TBD
- February 7, 2014 "ELA Test Prep"
- March 7, 2014 "Math"
- April 4, 2014 "TBD"
- May 2, 2014 "TBD"
- "Talent Show" & "Multi-Cultural Night" – TBD

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.

Part VI: LAP Assurances

School Name: The Joseph Lamb School

School DBN: 22K206

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		11/14/13
	Assistant Principal		11/14/13
	Parent Coordinator		11/14/13
	ESL Teacher		11/14/13
	Parent		11/14/13
	Teacher/Subject Area		11/14/13
	Teacher/Subject Area		11/14/13
	Coach		11/14/13
	Coach		11/14/13
	Guidance Counselor		11/14/13
	Network Leader		11/14/13
	Other <u>ESL Teacher</u>		11/14/13
	Other _____		11/14/13
	Other <u>Related Service</u>		11/14/13
	Other _____		11/14/13

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 22K206 School Name: The Joseph Lamb School

Cluster: 600 Network: 605

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

Part A: Needs Assessment Findings

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

PS/IS 206 is a PreK – 8 school that serves a community with a large number of parents and students who speak a language other than English at home. This diversity ensures a rich educational atmosphere for the students but also presents many challenges. Effective communication with parents is one of the many challenges. According to an October 2013 ATS home language report, English is the home language of 25% of the families at the school. PS/IS 206 recognizes the importance of parent involvement in their child's education and continues to strive to eliminate communicational barriers between parents and the school. These are some of the measures that are currently in place to identify translation/interpretation needs:

Formal Indicators:

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

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

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

Informal indicators:

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

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

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

A careful analysis of family home language data at PS/IS 206 as of October 2013 indicates that out of a school population of 1395 students: 37% speak Chinese, 25% English, 20% Russian, 6% Spanish, 3% Urdu, 2% Arabic, 2% Uzbek, 1% Turkish, and 1% Vietnamese. The rest speak a number of lower incidence languages with some being Punjabi, Portuguese, Polish, Ukrainian, Burmese, Armenian, Bengali, Georgian, Filipino, and Korean. This shows a significant need for translation and interpretation services.

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

Brooklyn Chinese Association especially during parent teacher conferences. The school is addressing this by reaching out to parents again this year.

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

Noteworthy Translation Tools:

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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

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

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

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

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

As described earlier, measures and policies are in place at the beginning of every school year to learn and document the preferred language of communication of every child in the school and every parent/guardian of that child. Measures are also in place to learn the specific communication needs of other family members the school/teacher may have contact with. As described earlier, measures and policies are in

place governing written and oral translations/interpretations. In addition, in accordance with A-663, parents/guardians are notified and given access to the Bill of Parent Rights and Responsibilities. Provisions are made within the school safety plan to address the communication needs of parents. As described earlier, the school has purchased translation equipment units and has a school website that is translated into 35 different languages. Every classroom teacher is expected to have a list of translation needs to ensure all needs are addressed both in the classroom level and at home. PS/IS 206 will continue to strive to remove communication barriers between the school, teachers, and parents.

The in-house multilingual translation team consists of:

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

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information

Name of School: Joseph F. Lamb

DBN: 22K206

This school is (check one): conceptually consolidated (skip part E below)

NOT conceptually consolidated (must complete part E below)

Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):

Before school After school Saturday academy

Total # of ELLs to be served: 80

Grades to be served by this program (check all that apply):

K 1 2 3 4 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 6
of certified ESL/Bilingual teachers: 4
of content area teachers: 2

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:

LITERACY THROUGH THE ARTS PROGRAM FALL/WINTER 2014

RATIONALE:

The Title III Direct Instructional Supplemental Program, Literacy through the Arts, will be an ESL after school program for grades 2-5. All ELLs eligible for ESL services will receive their mandated Part 154 ESL instruction during the school day. Literacy through the Arts will be in addition to students' regularly scheduled and mandated ESL instruction during the school day.

Prior to formulating the concept for Literacy through the Arts, academic data, informal observations, and conversations with classroom teachers were carefully used to formulate a curriculum that best addresses the needs of our school's ELL population. Instruction is data driven and uses a multitude of assessments including Fountas and Pinnell Benchmark System, annual NYSESLAT scores, current NYSITELL scores, content area assessments, and the number of years of ESL service.

Data has shown ELL students engage positively with the Arts and are more willing to take academic risks. English Language Learners who infrequently express themselves in a regular classroom setting are often responsive to an Arts focused environment as they work with a group.

Our academic data shows weakness throughout the ELL population with acquisition of academic language, vocabulary usage, and literary comprehension. This is also part of our Instructional Focus this year. Based on this data, we have created a program that builds on students' joy and comfort with the Arts; including but not limited to song, dance, and acting. We plan on implementing the Title III program, Literacy through the Arts, to facilitate high level learning through engagement and the Arts.

The school's English Language and Literacy through the Arts Program will include students in grades 2-5 and will take place in the Fall and Winter of 2014-2015. All ELLs will be offered a seat in this program based on the number of teachers that we were able to attract to the program.

Goals/Objectives:

Part B: Direct Instruction Supplemental Program Information

Our primary goals are to improve both cognitive academic language proficiency and basic interpersonal communication skills in ELL students through the Arts. Other goals include encouraging academic risk taking and increasing comprehension in all four modalities; listening, speaking, reading, and writing. All after school curriculum will be aligned to the CCSS and the Blueprint for the Arts. Instruction will be differentiated according to students' needs.

A certified Dance Teacher will participate and instruct the Title III program, working closely with certified ESL Teachers to develop lesson plans and curriculum that are both developmentally and age appropriate. English Language Learners will use physical movement and dance to facilitate second language acquisition. Dance vocabulary and history will be incorporated into the program. Students will be actively engaged in movement and use dance to facilitate learning.

Learning will include all four modalities of English acquisition; listening, reading, speaking, and writing. Students will be expected to create original writing based on a chosen theme and present their work to the group. Goals will include creating poetry, narratives, and two-dimensional responses to literature. Students may have the opportunity to focus on a particular author, or theme, depending on students' needs.

Specific academic vocabulary will be closely aligned to the CCSS, students will be expected to pay close attention to characters' emotions, change, and action. Mapping stories and discovering patterns will also be emphasized. Students will be expected to keep a record of their work in a portfolio, notebook, and folder.

STRUCTURE

Students will be split into 4 groups based on their age and level of acquisition. Each group will rotate with the dance teacher so that every group will have at least 7 sessions with the dance teacher. Teachers have established different non fiction themes for each of the sections. For example, one section is working on rainforests. Students will have an opportunity to work on visual, audio and dance representations of a rainforest in order to integrate the curriculum with the arts. There will be a culminating event where students will all be able to demonstrate their learning and how dance can be a medium for representing their learning.

Materials and instruction will be aligned to the CCSS in grades 2-5 in reading, writing, and foundational skills. An example is Grade 2, CCSS Standard 11; create and present an original poem, narrative, play, art work, or literary critique in response to a particular author or theme studied in class.

SUBGROUPS AND GRADE LEVELS

The Literacy through the Arts program will include all ELL students from grades 2-5.

SCHEDULE AND DURATION:

The Fall and Winter session will include grades 2-5. All classes will meet on Wednesdays/Thursdays from 2:30-3:45pm.

Part B: Direct Instruction Supplemental Program Information

Grades 2-5, Wed/Thurs, Sessions, 2:30- 3:45pm, 1hr 15min/ 29 sessions and 55-65 students expected total.

AND TYPES OF TEACHERS

Teachers: 4 certified ESL teachers and 1 Arts teacher working collaboratively

Start date: November 5, 2014

End Date: Thursday, March 11, 2014

Group Size: 4 groups of 15 students per group (*groups are heterogeneous)

MATERIALS

Dance : Notebooks to log and record dance experiences, MP3s, speakers, ipads to record dance moves and assess. Tempera paint, paintbrushes, markers and crayons.

RATIONALE

THE GARDENING CLUB- SPRING 2015

The Gardening Club provides our ELL students with a sense of belonging in the school community as well as the community at large. A formal school environment may pose as an intimidating place for new students who do not speak the language. A Gardening Club offers a welcoming environment to demonstrate their skills through a hands-on approach. The Gardening Club beautifies the school grounds and also serves as a outdoor classroom for ELL students to learn in all content areas; science, math, reading, social studies and writing. Gardening can teach ELL students about such topics as insect life cycles, native plants, the water cycle, habitats and conservation of water and soil. The Arts are also weaved into the gardening club by students studying artists famous for using nature in their work (i.e. - Monet, Van Gogh). In addition, with childhood obesity on the rise, ELL students can learn the benefits of nutrition, healthy eating habits, and exercise. Lastly, the Gardening Club teaches our ELL students about citizenship and the importance of being a contributing member of society.

STRUCTURE

ESL students will be divided into multiple groups according to their age and proficiency level. Middle school students in grades 6-8 will be assigned to each of these groups to serve as mentors which will also assist these ELL students in practicing their English. Past mentor relationships have been highly effective as ELL students in the Middle School have an opportunity to grow socially and emotionally as they assist younger students. They also grow their own academic language by working with the science vocabulary.

ESL teachers will work with students on pre viewing the science content, providing visual support and scaffolding the instruction. The science content teacher will rotate between groups to provide the

Part B: Direct Instruction Supplemental Program Information

science content.

SUBGROUPS AND GRADE LEVEL

The Gardening Club will be offered to ELL students in grades K-2 and students in grades 6-8 to serve as mentors. This club will also be offered to SWD who are ELLs and can benefit from tactile experiences.

SCHEDULE AND DURATION

Days and times: Wednesdays and Thursdays, 2:30-3:45 pm

Start and end dates: March 18, 2015-June 17, 2015

24 sessions

Group Size: approximately 15 students per group

AND TYPES OF TEACHERS

4 ESL teachers and 1 science content area teacher

MATERIALS:

Gardening: Minerals, seeds, soil, age appropriate gardening tools, gloves, and log books.

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:

Literacy Through the Arts Program Professional Development Plan

All teachers involved in the Title III Literacy Through the Arts program will receive support and training. Because our teachers have had a great deal of training in curriculum development and performance assessments, time will be devoted for them to construct a curriculum that integrates the CCLS, Blueprint for the Arts and English Acquisition under the guidance of our Assistant Principal for Curriculum Development a scope and sequence roadmap will be constructed and expected targets established.

Part C: Professional Development

Teachers will collaborate in order to draw on all of their expertise. They will be knowledgeable of research based methods of learning English through music and adapting literature into the Arts.

There will be 4 sessions devoted to studying the integration of academic vocabulary into the curriculum. As the Art teacher will be team-teaching with all three groups, all teachers need to work together, align instruction, and plan effectively.

Here is the planned Schedule:

Session I The Blueprint for the Arts and Dance

Rationale: Teachers must collaborate in order to know the expectations of the Blueprint for the Arts as it pertains to Dance.

Date: Oct 23, 2014

Time: 2:30-3:30 pm

Facilitator: Dance teacher

Audience: ESL teachers and dance teacher

Session II The Common Core State Standards and ELL students

Rationale: Teachers will use the TESOL International Association as a resource to advise on best practices for ELL students with respect to the CCLS. Teachers will learn to understand the challenges of the CCLS for beginning ELL students.

Date: Oct 24, 2014

Time: 2:30-3:30 pm

Facilitator: ESL teacher

Audience: ESL teacher and dance teacher

Session III Vocabulary Development in the Arts-Dance

Rationale: Dance will be used to provide students with a risk free environment. In order to make the program successful, students will have to increase their academic language. An art word wall will act as an interactive resource for students. Teachers will learn how to integrate vocabulary into the program of literacy and dance.

Date: Oct 29, 2014

Part C: Professional Development

Time: 2:30-3:30 pm

Facilitator: Dance Teacher

Audience: ESL teachers

Session IV Measuring Academic Growth through the Arts

Rationale: In order to determine the effectiveness of the program there must be a means to measure academic growth. Teachers will review research to best determine measurement.

Date: Oct 30, 2014

Time: 2:30-3:30 pm

Facilitator: Assistant Principal

Audience: ESL teacher and Dance teacher

The Gardening Club Professional Development: The Gardening Club offers students the opportunity to learn English through Science. Teachers will meet prior to the beginning of the program to study how they can best integrate science and literacy through integrating academic language. The curriculum will fully integrate the CCLS and Science. PS/IS 206 has traditionally offered this club to students who benefit from experiential learning. For the past 2 years the club has been on hiatus due to the construction that is taking place. We fully anticipate reviving our garden. Teachers will review the Science Scope and Sequence to decide what area they wish students to study. Students will have opportunities to learn the life of plants, care of plants, and especially writing their process.

Teachers will meet collectively to determine the process and discuss ways that they can assess student progress. Four sessions for professional development will take place before the program begins.

Here is the Professional Development plan:

Session I Science Scope and Sequence

Rationale: Science Instructional Materials Workshop/ A review of the standards to ensure proper instruction.

Date: March 4, 2015

Time: 2:30-3:30 pm

Facilitator: Science Content Teacher

Part C: Professional Development

Audience: ESL teachers and dance teacher

Session II Advanced Plant and Soil Science

Rationale: Designed to teach agricultural science to educators so that they might help students learn how plant and soil science influences a vast body of knowledge and serves as a basis for many other fields of science.

Date: March 5, 2015

Time: 2:30-3:30 pm

Facilitator: Science Content Teacher

Audience: ESL teachers and Science Content Teacher

Session III The Academic Language of Science

Rationale: ELL students struggle to meet academic targets in science. One factor is the difficulty of science technical terms.

Date: March 11, 2015

Time: 2:30-3:30 pm

Facilitator: ELL teachers and Assistant Principal

Audience: Science Content teacher and ESL teachers

Session IV Using Stems in order to understand Academic Language in Science

Rationale: Scientific root words assist in comprehension [Http://succeedinscience.com](http://succeedinscience.com)

Date: March 12, 2015

Time: 2:30-3:30 pm

Audience: Science Content Teacher and ESL teachers

Part D: Parental Engagement Activities

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:

After School Computer Center Access with Rosetta Stone:

In addition to the ELL student population, the computer lab will also be open to parents/guardians of ELLS so they can access the Rosetta Stone Program. The computer lab will be open for parents/guardians on Wednesdays afternoons 2:30-3:45pm. A licensed ESL teacher will be on site. ELLS attending The Literacy Through The Arts Program can accompany their parents/guardians and they can access Rosetta Stone together. There are 18 fixed computers in the computer center and additional laptops available.

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

Student Performances of the Arts:

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

Parent Workshops:

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

Part D: Parental Engagement Activities

Scheduled Parent Workshops:

* These are not funded through Title III

All workshops begin at 9:00am except the high school application process which is an evening workshop.

2014-2015 PS/IS Parent Workshops take place the first Friday of every month after our open house.

PARENTS LEARNING ENGLISH through Rosetta Stone

RATIONALE:

In addition to the ELL student population, the computer lab will be open to parents/guardians of ELLs so they too can learn English via the Rosetta Stone Program. The computer lab will be open on Wednesday and Thursday 2:30-3:45pm with a licensed ESL teacher ready to assist parents with the Rosetta Stone English Language Learning Program. The licensed ESL teacher will be paid per session on Wednesdays for their work in the computer lab with the parents. There are currently over eighteen computers in the lab, and also laptop carts available. Parents have already expressed interest in learning English during this time period.

SCHEDULE AND DURATION:

This program will begin January 2015 and continue until March 26, 2015. Parents have the ability to continue and use the Rosetta Stone program for up to a year.

AND TYPES of TEACHERS

1 Certified ESL teacher who is proficient in technology

MATERIALS

30 Rosetta Stone Licenses

10 sessions on Wednesdays

Part E: Budget

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

Allocation Amount: \$27556

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
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Part E: Budget

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

Allocation Amount: \$27556

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	$1.25 \text{ hrs} \times 29 \text{ sessions} \times 5 \times \$50.49 = \$ 9,151$ $1.25 \text{ hrs} \times 24 \text{ sessions} \times 5 \times \$50.49 = \$7,573$ Direct Instruction=\$16,724 (61%) $1.25 \text{ hrs} \times 1 \times 10 \text{ sessions} \times \$50.49 = \$ 631$ Parent Engagment= \$631 (2%) $1 \text{ hr} \times 4 \text{ sessions} \times 5 \times \$50.49 = \$ 1,010$ $1 \text{ hr} \times 4 \text{ session} \times 5 \times \$50.49 = \$ 1,010$ PD= \$2, 020 (7%)	ESL through the Arts Program The Gardening Club Professional Development for Rosetta Stone with parents Study Group -Building Vocabulary through the Arts Study Group- Building Vocabulary through Science
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____ _____	_____ _____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	$\$1,765$ $\$2,000$ $\$ 1,500$ OTPS=\$5,265 (19%)	Marble Notebooks/Yellow Pencils Sharpie markers/Construction Paper Glue sticks/Crayola markers Chart Tablets/music National Geographic Non-fiction books to supplement the Gardening Club Gardening materials: soil, tools, seeds, plants

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$27556

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Educational Software (Object Code 199)	97.67 x 30 = \$ 2,930	Rosetta Stone 30 licenses
Travel	_____	_____
Other	_____	_____
TOTAL	\$27,570.00	_____