

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: THE HORACE HARDING SCHOOL
DBN (i.e. 01M001): 28Q206
Principal: JOAN L. THOMAS
Principal Email: JTHOMAS4@SCHOOLS.NYC.GOV
Superintendent: MABEL SARDUY
Network Leader: MARLENE WILKS

School Leadership Team (SLT) Signature Page

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

Directions:

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

| Name | Position and Constituent Group Represented | Signature |
|------------------------------------|--|-----------|
| Joan L. Thomas | *Principal or Designee | |
| Paula Friedlander | *UFT Chapter Leader or Designee | |
| Jennifer Flores | *PA/PTA President or Designated Co-President | |
| Maria Torres | 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 | |
| Linda Goldman | Member/ teacher | |
| Kimberly McManus Brenda Jackson | Member/ teacher Paraprofessional | |
| Payal Saraiya | Member/ Parent | |
| Theresa Cardoza | Member/ Parent | |
| Mari Isalov | Member/ Parent | |
| Laila Lamniji | Member/ Parent | |

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

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

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed

| | |
|----------|--|
| x | School Leadership Team Signature Page |
| | Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements) |
| | ▪ Annual Goal |
| x | ▪ Comprehensive Needs Assessment |
| | ▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal |
| | ▪ Budget & Resource Alignment section (indicating all funding sources) |
| x | Academic Intervention Services (AIS) |
| x | Title I Plan (Only for schools receiving Title I funding) |
| x | Parent Involvement Policy (PIP) |

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2015, at least 15% of all students will demonstrate a deeper understanding of literary and informational text by using them as a source for making explicit or inferential statements as measured in growth in student performance evident in the comparison of baseline and end-line unit-based or common assessments on selected standards.

Comprehensive Needs Assessment

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

In the June 2014 end year common assessments, it was determined that the majority of the students were reading at a grade level. It was determined after an analysis of end-year common assessments and looking at Performance Based Assessments in ELA throughout the year and New York State tests that the school will engage in an instructional focus that captures the deeper understanding of literary and/or informational complex text through a school wide approach to questioning and discussion.

Instructional Strategies/Activities

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

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

Professional development to support a school-wide focus on strategies that enable students to determine explicit and inferential information from text:

- Professional development will be provided on the instructional practices that support the integration of the targeted Common Core Literacy Standards.
- A yearlong professional learning focus on how quality questioning and discussion supports a deeper understanding of complex text.
- Ongoing professional development on supporting English language Learners and Students with Disabilities for success with the targeted Common Core Literacy Standards
- The PS 206 English Language Arts team attends network sponsored and professional development and then turnkeys the information to the their grade level team and vertical teacher teams.
- One monthly full day planning day is in place for the purpose of grade level planning and professional development.
- English Language Arts instruction in the classroom is aligned with the Danielson Framework and is evaluated by administration. Feedback explicitly provides next steps for improving teacher practice and student performance.
- Professional Learning Activities every Monday that focus on the Four Pillars, Capacity Framework and the School's Instructional Focus.
- Professional Learning Component Studies in Questioning and Discussion and Engaging Students in Learning
- Lesson Plan Study groups.
- Professional Learning Time for unpacking the Common Core Literacy Standards and writing Learning Targets that are student friendly and assessable.

Intervention, remediation and enrichment services will support student improvement through a combination of in-school, after school and technology based programs and resources:

- In October 2014, teachers analyze their student's state and baseline data and create four groups of focus in their classrooms: Intervention (1.0-2.3) Bubble (2.4-3.2), Push (3.3-3.9) and Maintenance (4.0-4.9). The groups and related interventions are fluid and based on ongoing class and unit level data.

- Tier I RTI services are evident in the classrooms and administered by the classroom teacher with accurate record keeping and observations.
- Response to Intervention Teachers work with targeted students using research based programs for Tier II and Tier III intervention.
- Students are engaged in rigorous common core aligned tasks that require high level critical thinking based on the Depth of Knowledge range of level 3 and level 4 throughout the school year with emphasis on the targeted standards.
- Cluster teachers work with small groups of students during the school day to support higher level thinking and a deeper understanding of complex text. Specific standard-based targets and strategies are articulated by the classroom teacher.
- Students are engaged in monthly writing tasks with a focus on writing in a specified content area for each month.
- The continuation of a Gifted and Talented school level class in grades 2-5.
- English Language Arts Academy Afterschool Program will begin in February 2015.
- Funding is used to ensure that all classroom libraries are rich in nonfiction, informational and literary text and that there is a wide range of complex text. In addition, resources are used to purchase an abundance of books that are leveled for classroom libraries to allow for an increase in independent reading.
- Students are engaged in an interdisciplinary curriculum that is designed by teacher teams.

Teacher teams engage in planning instruction in response to current student data and the school's instructional focus:

- Teacher teams will unpack the Literacy unit, including standards and tasks, to create a coherent sequence of learning targets.
- Teacher teams will read the texts together and plan questions and prompts that will lead to a deep understanding of the interplay between characters, motivations, relationships and events.
- Teacher teams will design arcs of instruction to include long term and supporting learning targets and a sequence of standard-aligned formative assessments.
- Teacher teams will analyze teacher products and student work and use the findings to create, differentiate and modify instruction for groups of students and individual students including students with disability and English Language Learners.
- Administrators will identify and leverage teachers who demonstrate highly effective practices in supporting English Language Learner, Students with Disability and at risk students.
- Administrators will conduct cycles of observation, learning walk or instructional rounds focused on providing formative feedback aligned to student data and professional development foci.
- Teachers and administrators will work together to analyze the student work and data from assessments that address the priority standards.
- Adjustments will be made to subsequent units and the professional learning opportunities as needed.
- Appropriate goals and intervention/enrichment action plans as described above will be created and implemented for groups of students and individual students.
- Information on student progress, performance and next steps will be shared with parents.

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

Professional development

- Administrators provide or coordinate professional learning community opportunities every Monday and throughout the course of the

school year. In addition, administration will provide feedback through frequent cycles of observation

- Administrators coordinate teacher attendance for outside professional learning opportunities, demonstration lessons in the school and interschool visitations.
- Response to Intervention teachers work with teachers in classrooms to support their ability to modify instruction and scaffold for better understanding of the common core standards.
- Lead teachers provide professional support to teachers on their grade
- English Language Learner specialists and network English Language Learner Cohort provide professional development on appropriate instructional strategies

Intervention, remediation and enrichment services

- School data team meets monthly to analyze student data and identify trends across grades or within the school
- Response to Intervention teachers work with targeted children on the concepts and skills identified in baseline assessments and other subsequent assessments
- MyOn Reader web based library is used by all students in school and at home
- ReadWorks.org and Starmatica Learning Systems web based resource for Smart boards and student virtual backpacks are used with all students
- Parent Coordinator provides information to parents regarding curriculum, services and resources such as the Lead Literacy Teachers in grade clusters, Response to Intervention Teachers and administrators.

Teacher Teams engage in planning instruction in response to current student data and the school's instructional focus:

- Lead English Language Arts teachers on each grade will support the team in planning and looking at student data.
- All teachers administer, score and analyze a variety of common assessments and use data to adjust instruction.
- Lead ELA teachers, grade leaders, Response to Intervention teachers, Network CFN 209 and administrators will support the engagement of teacher teams.

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

- By October, all students have taken a baseline assessment in English Language Arts (ELA) and teachers have met to analyze the data for trends and modifications to instructional plan.
- By December, two units of study have been unpacked and coherent arcs of instruction that evidence a focus on the priority standards have been created. (1a, 1e)
- Teachers have shown improvement in using the texts and the standards to create questions, activities and assessments that address the target standards. (3b, 3c & 3d)
- Administration has completed their first round of informal observations and the data is analyzed to look for professional learning opportunity need and support.
- Grades 3-5 have taken their ELA benchmark assessment and teachers have met to analyze the data for trends and modifications to the instructional plan.
- Parents have received at least two formal reports on their student's progress.
- The additional target timelines are February, April and June. The process of analyzing, evaluating, shifting the instructional plan if necessary is ongoing.

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

- The start day to begin the implementation of this action plan is September 2014 and the end date is June 2015.
- The Professional Development Team meets monthly to monitor the professional learning plan and to ensure that the needs of the teachers are being met. The team also ensures that the school is providing support and enrichment in areas that are dictated by our data results.
- During the month of October, January, March and May, an assessment is administered to all students to monitor the growth in their reading level.
- Performance Based Assessments are given at the completion of each Literacy Unit.

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

- Professional Learning Opportunities in the school community take place every Monday for 80 minutes. The plan is created with the Professional Development Team in collaboration with the administration.
- Common planning time across grades during the school day at least once a week. The grade level team is responsible for submitting their attendance, agenda and reflection sheet which becomes part of a teacher team newsletter.

- Time for additional instructional services for students is scheduled in the school's program of organization.
- Technology through Smartboards, laptops and ipads.
- Classroom libraries
- Ready Gen resource with all of the curriculum resources and Readworks.org
- Starmatica Learning System.
- Weekly cabinet meetings take place to analyze school data and develop action plans.
- Feedback is given to all teachers in reference to teacher practice that is observed in the school with a focus on Domain 3.

Strategies to Increase Parental Involvement

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

- Provide materials and training to parents to support them in working with their children to improve their ability to have a deeper understanding of complex text and answer more inference type questions.
- Coordinating Common Core Literacy parent workshops that are facilitated by our parent coordinator, administration and outside professional developers.
- Effective and creative use of our Parent Engagement Tuesdays for this school year.
- Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress by sharing the common core standards with parents at conferences and at common core parent workshops.
- Parents attending student led conferences with their children to learn more about their child's strengths and weaknesses and next steps.
- Supporting parents through workshops on how to use technology to work with their children at home.
- Engrade Parent Report is in place so parents can monitor their child's progress.
- School website with important academic information and website links for parents.

Budget and Resource Alignment

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

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

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2015, 25% of English Language Learners (ELL) will improve one level in one of the tested modalities in the New York State English Language Learner Achievement Test (NYSESLAT) administered in the Spring.

Comprehensive Needs Assessment

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

During the 2013-2014, the school saw a decrease in the number of students who tested out of ESL services and a decrease in the number of students who progressed one instructional level in the English Language Learner Continuum. This goal defines the ongoing need of our unique student body to achieve proficiency in English.

Instructional Strategies/Activities

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

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

Research-based instructional strategies adopted in all classes that serve English Language Learners:

- Professional learning opportunities are facilitated by our certified ELL teachers to provide ongoing instructional support in the classroom for our English Language Learners and teachers of English Language Learners.
- Use of technology in the classroom, such as MyOn Reader, Starmatica, and Think Central.
- Classroom environments are set-up with standards of practice for our ELL students incorporating language and vocabulary supports through the use of visuals, charts and prompts.
- Grade level ELL resource binders with strategies, samples, templates and lesson plans are available to all teachers.
- Professional Learning opportunities support teachers in applying best practice for engaging students, increasing questioning and discussion with ELL students and engaging them in peer and self-assessment.
- Response to Intervention Services will be provided for students who score at a level one.
- Use of the Ready Gen and other research-based resources.

Organizational structures that support teacher planning and use of data:

- Title I and Title III funding supports a variety of programs at PS 206 such as Puppetry in Practice and Studio in the School.
- Network support through professional development with teachers attending a monthly ESL cohort and then sharing the information with the staff.
- Common planning time with the ELL teacher to support the instructional planning that must be evident in the classrooms.
- Articulation periods on Tuesday afternoon for ELL teachers to meet with classroom teachers and look at student work and complete a data dive.
- ELL resource binders available through all grade leaders.
- Utilization of two ESL methods for delivering instruction: a pullout model for our beginner students and a classroom based instructional model that is inclusive for our intermediate and advanced students.
- Cycles of observations that provides targeted feedback to teachers on instructional strategies for English Language Learner students.

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

Personnel:

- School administration, general and special education teachers, English Language Learner teachers. Related service providers, alternate placement paraprofessionals.
- Parent Coordinator who will provide support to our parents through transparent communication and workshops.

Resources:

- Partnership with Queens College English Language Learner program to bring student teachers into our school who are aspiring to be English Language Learner teachers.

- Purchase of software that is appropriate for the support of our English Language Learners.
- Additional books for classroom libraries that are more content based,

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

- By October, all students have taken a baseline assessment in English Language Arts (ELA) and teachers have met to analyze the data for trends and modifications to instructional plan.
- By December, two units of study have been unpacked and coherent arcs of instruction that evidence a focus on the priority standards have been created. (1a, 1e)
- Teachers have shown improvement in using the texts and the standards to create questions, activities and assessments that address the target standards. (3b, 3c & 3d)
- By December, administration has completed their first round of informal observations and the data is analyzed to look for professional learning opportunity need and support.
- By December, grades 3-5 have taken their ELA benchmark assessment and teachers have met to analyze the data for trends and modifications to the instructional plan.
- By December, parents have received at least two formal reports on their student's progress.
The additional target timelines are February, April and June. The process of analyzing, evaluating, shifting the instructional plan if necessary is ongoing.

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

- Implementation will begin in September 2015. The administration of baseline assessments and the analysis of this assessment will take place during the months of September and October.
- In December 2014, benchmark assessments will be administered and analyzed by teacher teams. Adjustments to planning and the delivery of instruction will take place at this time. In addition, students will begin to attend the Title III program which is an after school program.
- In January 2015, a running record benchmark will be administered to students to monitor and track each child's reading level. Articulation conferences take place with classroom teacher, ESL teacher and RTI teacher. RTI intervention will be provided for the next cycle of services.
- In April 2015, a final set of benchmark assessments will be administered and student data will be analyzed by the teacher teams.

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

- Scheduling facilitates a weekly common prep among all classroom teachers.
- Ongoing professional development and unit planning takes place on identified Mondays to support teachers in the instruction of English Language Learners in their classrooms.
- Tittle III afterschool program for ELL students in grades 2-5.
- Queens College Parent Workshops during the Fall and Spring term of the school year.
- ESL Cohort teachers attend sessions through CFN 209 and then turnkey back at the school during our Professional learning Community Time.

Strategies to Increase Parental Involvement

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

- PS 206 schedules many opportunities for parents to become involved and informed about their children's education.
- Parents are invited to participate in different activities here at the school such as Open School Week, classroom writing celebrations, project presentations, read aloud days. During these activities, parents are provided with an opportunity to watch the learning that is taking place and hear from their student about what they have learned and what their goals are as they move forward.
- Russian and Spanish speaking outreach workers are available to assist parents and facilitate communication with the school staff. The use of the Department of Education Translation Department is a common practice here at the school for additional languages.
- PS 206 continues to build the parents' capacity for strong parent involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student outcomes.
- The school provides written information, available in the major languages spoken at the school; provide information and support at PA meetings and through the parent coordinator, conduct guidance workshops aimed at providing support and strengthening parenting skills; conduct workshops specifically geared to helping parents understand upcoming State-wide standardized tests, and how parents can help prepare their children to do their best in school and in these state tests.
- Through a partnership with Queens College, ELL parents have the opportunity to attend workshops that are hosted by the professors from the ESL department at Queens College.

Budget and Resource Alignment

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

| | | | | | | | | |
|----------|-----------------|----------|-----------------|------------------|----------|------------------|------------------|---------------|
| x | Tax Levy | x | Title IA | Title IIA | x | Title III | Set Aside | Grants |
|----------|-----------------|----------|-----------------|------------------|----------|------------------|------------------|---------------|

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2015, the school will engage families in multiple educational events in an effort to continue to foster a strong home-school connection that promotes a culture of high expectations for student learning evidenced by a 15% increase in parent participation.

Comprehensive Needs Assessment

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

Parent involvement has been improving in the school over the past year. Parents consistently set up conferences with administrators and teachers around a variety of academic and social-emotional needs. Parents' attendance at events such as Math Night, Family Bingo Night and Reading by Twilight has also increased. While we value parent involvement in all events, we need to increase parent attendance at content based workshops so parents can be better prepared to access and use resources to support their children. Parent Engagement Tuesday will support us with this goal because there will now be an opportunity for more creative outlets for parents with the teachers.

Instructional Strategies/Activities

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

- **Strategies/activities that encompass the needs of identified subgroups**

Increase the number and variety of planned parent events and increase accessibility of the content

- Parent workshops offered during and off school hours in order to accommodate parent's schedule. For example: Middle School Choice Parent Workshop, Learning ARIS parent Workshop, School Safety/Discipline Parent Workshop, Early Literacy Strategies Parent Workshop, Common Core Awareness Week Parent Workshops, Art in Literacy Parent Workshop, etc.
- Parent workshops are designed through collaboration with the principal and the parent coordinator to assess the needs of the parents in the school and how we can support them with the learning that is taking place in the classrooms.
- Calendars are sent home with activities scheduled in order to support advanced planning and increase parent participation in our school events.
- Events are translated in languages currently in demand. Ex. Spanish and Russian
- Provision of translators during workshops and meetings.
- Use of translation services to ensure that parents are becoming aware of the new core curriculum along with resources for them to follow up at home with their child.

Increase accessibility and improve communication:

- Requested information provided in required languages as need.
- Incorporate the help and expertise from teachers and coaches in order to make our workshops much more meaningful and reliable Parents have the opportunity to participate in our annual events with their child such as Math Night, Reading by Twilight, and Bingo Night. These family events are just a way to help parents with simple ways in educating their children while having fun.
- Parents receive information via school messenger and back packs.
Use of a mass email system to communicate with parents.
- A school website in order to increase the communication and relationship between parents and school community.

- Effective use of Tuesdays during the school year for meetings, learning sessions, workshops and additional parent engagement activities.

Parent Coordinator's availability to answer questions or address concerns

- **Key personnel and other resources used to implement each strategy/activity**

Parent Coordinator:

- Plans parent workshops based on the needs of the school.
- Communicates daily with the principal and strategizes on how to raise parent involvement.
- Supports the school community with the Middle School application process and general registration.
- Intervenes for parents who have concerns about academic, social/emotional and behavioral issues with their children.
- Communicates with teachers on how to support parents in their work with their children.

Other Key Personnel and Resources:

- Parents Association Executive Board coordinates Parents Association meetings, supports fundraisers, and works collaboratively with the principal on parent involvement and concerns.
- School Leadership Team works with the administration and staff to make decisions for the school that will increase student achievement.
- Principal and Assistant Principal communicates with parents using different venues and attends all events held in the school after school hours.
- Math Coach conducts parent workshops in the area of mathematics for parents.
- Teachers work collaboratively with parents, communicate through Engrade and facilitate parent workshops.
- District 28 Parent Support Person mediates problems between the school and parents. She supports the school with Title I parent funding workshops and resources.
- Network CFN 209, provides resources and support for the school to work with our parents.
- Outside agencies support parents with specific identified needs. For example: Queens College supports our English Language Learner parents in learning English and working with their child at home.

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

By December:

- Parents will have received at least three written reports of their child's progress.
- Parents will have received training in Engrade, ARIS, Starmatica and Think Central.
- There will be an increase of Five% in attendance at parent events.

By June:

- Teachers will be able to provide logs of ongoing parent interactions demonstrating the work they have done with parents during the school year and the support and outreach that has been provided.
- There will be an increase of ten percent in parent attendance at school events.

- **Timeline for implementation and completion including start and end dates**

For the school year 2014-2015 with a start date of September 2014 and an end date of June 2015.

Monthly PA meetings

Monthly School Leadership Team Meetings

Meet the Principal in September 2014 and Breakfast With the Principal in January 2015

Common Core workshops and resources in October 2014

ELA and Math test taking strategies in February 2015

Science workshop in April 2015

Many additional events developed through collaboration with the parent coordinator and teacher on Tuesday throughout the school year.

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

- Each Tuesday during the 2014-2015 school year has been designated as a time for parent engagement. Parents are welcome to come to the school and meet with a teacher and to participate in workshops that are planned by their child's teacher or grade.
- Additional workshops are held during the school day in the morning and in the evening.
- Parents can utilize a parent intake form to communicate with the school
- The school has a school website in which parents can log onto the site and receive up to date information about school events.
- Title III parents workshops are coordinated through the Title III program from December 2014-April 2015.

Strategies to Increase Parental Involvement

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

To empower all our parents to support their children in the Common Core Learning standards we have committed to the following.

- Providing materials and training to parents to support them in working with their children to improve their proficiency levels in Literacy and Math
- Coordinating CCLS parent workshops that are facilitated by our parent coordinator, administration and outside professional developers.
- Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress by
 - sharing the common core standards with parents at conferences and at common core parent workshops.
- Partnership with Queens College for ESL parents
- Sharing information about school and parent related programs, meetings and other activities in a format and in languages that parents can understand. Supporting parents through workshops on how to use technology to work with their children at home.
- Engrade Parent Report is in place so parents can monitor their child's progress.
 - School website with important academic information and website link

Budget and Resource Alignment

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

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

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

- **Strategies/activities that encompass the needs of identified subgroups**
-
- **Key personnel and other resources used to implement each strategy/activity**
-
- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
-
- **Timeline for implementation and completion including start and end dates**
-
- **Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1.

Strategies to Increase Parental Involvement

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

-

Budget and Resource Alignment

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

| | Tax Levy | | Title IA | | Title IIA | | Title III | | Set Aside | | Grants |
|--|-----------------|--|-----------------|--|------------------|--|------------------|--|------------------|--|---------------|
|--|-----------------|--|-----------------|--|------------------|--|------------------|--|------------------|--|---------------|

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

- **Strategies/activities that encompass the needs of identified subgroups**

1.

- **Key personnel and other resources used to implement each strategy/activity**

6.

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

1.

- **Timeline for implementation and completion including start and end dates**

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

| | Tax Levy | Title IA | Title IIA | Title III | Set Aside | Grants |
|--|----------|----------|-----------|-----------|-----------|--------|
|--|----------|----------|-----------|-----------|-----------|--------|

List any additional fund sources your school is using to support the instructional goal below.

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

| Type of Academic Intervention Service (AIS) | 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.) |
|--|--|---|--|
| <p>ELA</p> | <p>Students in grades K-2 are given a preliminary ELA assessment in September 2014. This data is used to design RTI services for those students who have been identified as at risk through Monitoring for Progress. Students who are holdovers are also identified as being in need of RTI services. Students in K-2 receive Double Dose Foundations to address their letter recognition, letter sound relationships and phonemic awareness. Reading Recovery is provided for identified students who are at a level C in grade 1 and a level E in grade 2. This program addresses all components of Early Literacy. In January 2015, additional students in grade 1 are identified for small group instruction through Reading Recovery. In addition, identified students in K-2 are engaged in programs such as Great Leaps which addresses phonics skills. Early childhood grades participate in shared reading, read aloud, guided reading, interactive writing and common core performance based assessments in ELA. In grades 3-5, students receive guided reading strategy lessons and/or writing support through one-to one conferences during the school day. Identified students in grade 4 and 5 receive Tier III intervention through</p> | <p>The delivery of service for the programs and strategies for ELA are delivered in many ways: small group instruction, whole class instruction, peer groups, one to one conferences, flexible groups, tutoring</p> | <p>Services in ELA are provided during the school day</p> |

| | | | |
|-----------------------|--|--|---|
| | <p>the Wilson Reading Program. Their word attack and decoding skills are addressed in this area. Grades 3-5 students receive guided reading, small group instruction, shared reading, read aloud and are engaged in project based learning. In addition Fluency Formula is used to increase student fluency.</p> | | |
| Mathematics | <p>Students in grades K-2 receive small group instruction in mathematics utilizing a hands on approach through the Go Math program. Students in grades 4-5 receive small group instruction in mathematics utilizing a hands on approach through the Go Math program. Great Leaps Math is implemented with students who have shown their area of improvement to be in computation. Students are also engaged in V-math which is a techbased math program for those students in grades 3-5 who were not proficient in math based on the scores from the prior year's state test. Math Olympiad is used to address the unique</p> | <p>Math services are provided to students on a daily basis and in many formats: one-to-one conferences, small group instruction, whole class instruction, peer groups, flexible groups, tutoring</p> | <p>Services in Math are provided during the school day.</p> |
| Science | <p>Using an interdisciplinary approach, students read non-fiction science content during the Literacy Block. Students also are engaged in monthly writing activity tasks which focus on writing in the area of science. Vocabulary development is supported through this interdisciplinary approach to science. Hands on materials are also used to support learning as well as technology</p> | <p>Science services are provided in a whole class model, small groups, flexible groups and peer groups</p> | <p>Services in Science are provided during the school day.</p> |
| Social Studies | <p>Using an interdisciplinary approach, students read non-fiction social studies content during the Literacy Block. Students also are engaged in</p> | <p>Social Studies services are provided in a whole class model, small groups, flexible grouping and peer groups.</p> | <p>Services in Social Studies are provided during the school day.</p> |

| | | | |
|---|---|---|---|
| | <p>a monthly writing activity task which focuses on writing in the area of social studies. Vocabulary development is supported through this interdisciplinary approach to social studies.</p> | | |
| <p><i>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i></p> | <p>The school guidance counselor meets with her mandated students as well as her at risk students. The school psychologist works with students in the area of improving self-esteem when it comes to learning. The guidance counselor facilitates clubs for the children such as Chess Club and the Girls Arts Club. The school social worker meets with her mandated and non-mandated students</p> | <p>Guidance services are provided in a small group or one-to-one.</p> | <p>At-risk services for social/emotional needs are provided during the school day</p> |

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

2. All elements of the *All Title I Schools* section must be completed*.
2. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
3. Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

| |
|--|
| Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified. |
| <p>PS 206 Q attracts highly qualified teachers by our rigorous interview protocols:</p> <ul style="list-style-type: none"> <input type="checkbox"/> PS 206Q hiring committee discusses interview questions and demo lessons prior to interviews <input type="checkbox"/> Open Market search for candidates <input type="checkbox"/> Candidates meet with Hiring Committee (staff and administrators) <input type="checkbox"/> Candidates teacher a demonstration lesson with children from PS 206Q <p>PS 206Q retains and nurtures teachers by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Providing numerous common planning periods with grade-level colleagues <input type="checkbox"/> First year mentoring program. PS 206Q provides second year mentoring when needed <input type="checkbox"/> Formal observations by supervisors with feedback <input type="checkbox"/> Professional development opportunities includes the two Chancellor's Professional Development Days. Professional Learning Opportunities on Monday, monthly, weekly teacher team meetings, meetings, Network CFN 209 professional development and Department of Education workshops <input type="checkbox"/> PS 206Q differentiates professional development |

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). |
| Teachers, administration and paraprofessionals receive professional development through the network and the district. All three parties also engage in professional reading and they stay up dated with the latest news for the common core standards. Teachers and paraprofessionals also receive in school professional development |

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

| |
|--|
| Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.). |
| <p>Every effort would be made to ensure that coordination and integration of funds from various sources are used to meet the intent and purpose of the programs. Particular attention would be focused on providing services to students and families in Temporary Housing. Moreover, we will address violence prevention, housing program but not limited to the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Conducting parent workshops with topics that may include parenting skills, violence prevention and early childhood skills. <input type="checkbox"/> Providing materials and training to help parents work with their children to improve their achievement. <input type="checkbox"/> 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 regardless of their housing status or conditions. <input type="checkbox"/> Develop home-school partnership to ensure that parents can effectively support and monitor their child's progress |

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

| |
|---|
| Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.). |
| Students from preschool are registered in the school based on their school pick for Kindergarten. Parents are supported through the registration process by the pupil accounting secretary, the ESL teacher and the parent coordinator. Parents are given an information packet to direct them to where they need to go for support. The school offers parent tours for parents and their students who are transitioning into the elementary school. The current pre-k curriculum in the school is well aligned with the common core curriculum being taught in the elementary school |

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

The school has a MOSL committee which works with the administration to make decisions in reference to assessment decisions and professional development for school assessments. The School Leadership Team also works on assessment decisions for the school. Within teacher teams Performance based tasks and classroom tasks are adopted, adapted or created to ensure alignment with the CCLS and to promote higher order thinking

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;

- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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 (SCEP) 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 | \$256,709.97 | X | See action plan |
| Title I School Improvement 1003(a) | Federal | \$16,961 | X | See action plan |
| Title I Priority and Focus School Improvement Funds | Federal | | | |
| Title II, Part A | Federal | \$42,888.00 | X | See action plan |
| Title III, Part A | Federal | \$14,796.00 | X | See action plan |
| Title III, Immigrant | Federal | | X | See action plan |
| Tax Levy (FSF) | Local | \$2,932,797.00 | X | See action plan |

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:

- 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.
- 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:

- **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).
- **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.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **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.
- **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.
- **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:

- **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.
- **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.

- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **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.



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

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: Horace Harding School | DBN: 28Q206 |
| This school is (check one): | |
| <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below) | |

| |
|---|
| Part B: Direct Instruction Supplemental Program Information |
| The direct instruction component of the program will consist of (check all that apply): |
| <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy |
| Total # of ELLs to be served: 65 |
| Grades to be served by this program (check all that apply): |
| <input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 |

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 3
of content area teachers: 0

Describe the direct instruction supplemental program here and include the

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

Begin description here: _____

The population of P.S. 206 reflects the diversity of the surrounding community. Of our 605 students, 199 are Hispanic, 84 are Asians, 12 are Asian or Pacific Islanders, 4 American Indian/Or Alaskan Native, 117 are Black, 177 are White, and 12 Multi-Racial. The native languages include Akan, Armenian, Arabic, Bengali, Bosnian, Bulgarian, Chinese, Danish, English, French, Fulani, Gujarati, Haitian Creole, Hebrew, Hindi, Indonesian, Korean, Nigeri-Congo, Nepali, Pashto, Philipino, Punjabi, Polish, Portuguese, Russian, Spanish, Tibetan, Turkish, Twi, Tadzhik, Urdu, and Uzbek.

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

There was a total of 130 ELLs who took the New York State English as a Second Language (NYSESLAT) given in the Spring of 2014. The results from Spring 2014 indicate that 16 are now proficient. They have become FELLs. (Former English Language Learners). With results from the NYSESLAT 2014 and NYSITELL 2014, we are servicing 29.3%, or 39 Beginners, 41.2%, or 55 Intermediates, and 29.3%, or 39 Advanced ELLs.

We, therefore, propose the following Title III program:

For 2014-2015 and 2015-2016 Title III ELL After School Program will be developed for students in Grades, 2, 3, 4, and 5. We will invite 65 ELLs - Beginners, Intermediates, Advanced, and Newcomers to attend the program on Wednesdays and Thursdays. Each class will commence at 2:30 PM. Students will be dismissed at 4:30 PM. The program will begin on Wednesday, December 3, 2014 and will end on Wednesday, April 1, 2015. There will be a supervisor on site for the care and safety of the ELLs during the 28 sessions from 3:00-5:00.

Standard-based instruction will be provided in the English language by 3 licensed ESL teachers. Two ELL specialists will be in co-teaching scenario as the Mindset shifts in ENL (English as New Language). The third ELL teacher will work with her group in a separate classroom. The three specialists will work together as a team with the knowledge of using necessary techniques and scaffolding for ELL learning. Teachers will focus on the specific modalities of listening, speaking, reading, and writing in language acquisition. Staff members will develop lessons during the allotted

Part B: Direct Instruction Supplemental Program Information

planning time.

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

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

ELLs will enjoy and benefit from the Benchmark leveled sets of Informational Text, Personal Narratives, Biographies. The units provide explicit lessons that will improve literacy, language, and content understanding. These lessons build up process-writing skills and academic oral language. Students' listening, speaking, reading, and writing skills will be further reinforced as they prepare for the NYSESLAT 2015.

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

We are purchasing Benchmark's Reader's Theater Word Plays series for grades 1 and 2. Each set includes scripts, teacher guides, and overview. The skills include grammar and usage, punctuation, phonics and word recognition, and vocabulary development and word study. We are working on understanding and using the English grammar conventions.

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

Part C: Professional Development

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:

We are once more fortunate to have the Children First Network staff support. This year Network 209 again provides Math Support. The Math Team attends the sessions and turn-key the format to the rest of the staff during Faculty Conferences, grade conferences, Staff Development Days, Team Meetings, and also during the new 80 minutes Professional Development on Mondays. We want to assure the needs of ELLs are addressed.

P.S. 206 is also participating in the CFN 209 Grade 4 ELL Cohort and the CFN 209 Cohort for new ESL teachers with less than 3 years' experience. Another series will include classroom teachers going to P.S. 220 for learning and applying coteaching ideas and application to benefit ELLs and general population.

Mr. Pierre Galvez, our Director of ELL Student Services N209, has arranged the professional development series. The purpose is two-fold in understanding and learning to apply concrete questioning techniques and planning lessons accordingly. One technique is the Depth of Knowledge wheel which is one guide for effective questioning and discussion techniques in an ELL Classroom/situation. Second, Mr. Galvez will share "Shifting MINDSETS: Core Instruction for ELLs" To understand language acquisition enables and empowers teachers and ELLs to work with the Common Core Challenge for the ELLs.

Part D: Parental Engagement Activities

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

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

Begin description here:

Parents/Caregivers of the Title III ELL After School Program will be invited to different workshops in order to observe, participate, and inquire about the ESL services. Ms. Chin, certified ESL instructor, will conduct the workshops alongside the other two colleagues. Title III Parent workshop invitations will be given via their children to the parents in the language they have chosen on the HLIS. All parent engagement activities will be held during regular Title III ELL After School class times - 2:30 - 4:30 PM. Parents will participate with their children in Title III ELL student led activities. Parents/Caregivers will be invited in January, 2015 for the publishing party of the ELLs' timelines. ELLs will participate in student-led conversations and directions. Their social studies projects will showcase the ELLs' lives in their native country and their dreams for the future.

Part D: Parental Engagement Activities

In February, 2015 the parents/caregivers will learn what a biography is. Students can share a biography report of their own choice. In March we will inform the parents/caregivers about the upcoming NYSESLAT 2015 and how they can help their children feel comfortable about the state assessments in listening, speaking, reading, and writing. As the after school program winds down, parents/caregivers will be invited to attend the Title III ELLs' final celebration of the year in March, 2015. The students can either share their reflections or their own creations. They continue to practice and become more comfortable and fluent in the four ESL modalities of listening, speaking, reading, and writing.

Another goal for Parent Engagement is to give families effective resources to build literacy and knowledge at home. A Parent Engagement workshop will introduce Read-Home family Involvement kits from Benchmark for grades 1 - 4. This family kit has informational books in the areas of science and social studies. The Home Guide to family involvement helps improve language arts and content understanding. Students' reading response journals encourage students to respond to text, extend learning experiences, and practice writing skills. Both ELLs and family members are engaged in literacy activities. The date is to be determined later.

To also support the parent community parents/caregivers will receive dictionaries in their native language in order to transition smoothly from their native language to the new English language.

Another Title III Parent Engagement activity falls into the area of "Puppetry and Practice." This staff is familiar with the needs of language acquisition of parents and ELLs. If necessary, ESL teachers or translators, will assist during the workshop. Listening, speaking, and following directions skills are reinforced as they complete their book projects, etc.

The administration will make arrangements for the Puppetry and Practice presentation.

Another connection for Title III parents and other members of the parent community encompass the school sponsored activities. For example, Family Bingo and Math Night bring diverse parents and their children together in a learning and fun environment. These dates are to be determined later.

Part E: Budget

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

Allocation Amount: \$0

| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|---|-----------------|---|
| Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem | _____ | _____ |
| Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development | _____ | _____ |

Part E: Budget

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

Allocation Amount: \$0

| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|---|-----------------|---|
| contracts. | | |
| Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed. | | |
| Educational Software (Object Code 199) | | |
| Travel | | |
| Other | | |
| TOTAL | | |

**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 28 | Borough Queens | School Number 206 |
| School Name Horace Harding | | |

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 Joan L. Thomas | Assistant Principal Osceola Perez |
| Coach Maureen Bilewich/Math | Coach |
| ESL Teacher Frances Chin | Guidance Counselor Samantha Campbell |
| Teacher/Subject Area Tatiana Beylis/ESL | Parent Jennifer Flores |
| Teacher/Subject Area Elissa Garrel/ ESL | Parent Coordinator Maggie Isdith |
| Related Service Provider Marc Katz | Other type here |
| Network Leader(Only if working with the LAP team) Marlene Wilks | Other type here |

C. Teacher Qualifications

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

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

D. Student Demographics

| | | | | | |
|--|------------|----------------------|------------|---|---------------|
| Total number of students in school (Excluding Pre-K) | 580 | Total number of ELLs | 128 | ELLs as share of total student population (%) | 22.07% |
|--|------------|----------------------|------------|---|---------------|

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 <small>(60%:40% → 50%:50% → 75%:25%)</small> | | | | | | | | | | | | | | 0 |
| Dual Language <small>(50%:50%)</small> | | | | | | | | | | | | | | 0 |
| Freestanding ESL | | | | | | | | | | | | | | |
| SELECT ONE | 2 | 2 | 2 | 2 | 2 | 2 | | | | | | | | 12 |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| Total | 2 | 2 | 2 | 2 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|-----|--|-----|--------------------------------|----|
| All ELLs | 128 | Newcomers (ELLs receiving service 0-3 years) | 113 | ELL Students with Disabilities | 10 |
| SIFE | 0 | ELLs receiving service 4-6 years | 15 | Long-Term (completed 6+ years) | 0 |

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. [i](#)

| | 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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Dual Language | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| ESL | 113 | 0 | 6 | 15 | 0 | 4 | 0 | 0 | 0 | 128 |

| 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 | | |
| Total | 113 | 0 | 6 | 15 | 0 | 4 | 0 | 0 | 0 | 128 |
| 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 |

*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 |
| SELECT ONE | | | | | | | | | | | | | | | | | | | 0 | 0 |
| SELECT ONE | | | | | | | | | | | | | | | | | | | 0 | 0 |
| SELECT ONE | | | | | | | | | | | | | | | | | | | 0 | 0 |
| TOTAL | 0 |

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|-----------|-----------|-----------|-----------|-----------|-----------|----------|----------|----------|----------|----------|----------|----------|------------|
| Spanish | 7 | 9 | 8 | 4 | 6 | 6 | | | | | | | | 40 |
| Chinese | 0 | 0 | 3 | 0 | 0 | 0 | | | | | | | | 3 |
| Russian | 2 | 8 | 6 | 8 | 7 | 4 | | | | | | | | 35 |
| Bengali | 0 | 0 | 2 | 0 | 0 | 1 | | | | | | | | 3 |
| Urdu | 0 | 1 | 0 | 0 | 0 | 0 | | | | | | | | 1 |
| Arabic | 0 | 1 | 0 | 0 | 0 | 0 | | | | | | | | 1 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | 1 | 1 | 1 | 0 | 0 | 1 | | | | | | | | 4 |
| Korean | 0 | 0 | 0 | 1 | 0 | 0 | | | | | | | | 1 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | 11 | 10 | 4 | 2 | 6 | 7 | | | | | | | | 40 |
| TOTAL | 21 | 30 | 24 | 15 | 19 | 19 | 0 | 128 |

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) | 9 | 14 | 9 | 4 | 2 | 7 | | | | | | | | 45 |
| Intermediate(I) | 4 | 12 | 9 | 4 | 7 | 2 | | | | | | | | 38 |
| Advanced (A) | 8 | 4 | 6 | 7 | 10 | 10 | | | | | | | | 45 |
| Total | 21 | 30 | 24 | 15 | 19 | 19 | 0 | 128 |

NYSESLAT Modality Analysis

| Modality Aggregate | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|--------------------|-------------------|----|----|---|---|---|---|---|---|---|---|----|----|----|
| LISTENING/ | B | 13 | 13 | 9 | 4 | 2 | 6 | | | | | | | |

NYSESLAT Modality Analysis

| Modality Aggregate | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---------------------|-------------------|----|----|----|---|----|---|---|---|---|---|----|----|----|
| SPEAKING | I | 3 | 11 | 10 | 4 | 7 | 3 | | | | | | | |
| | A | 5 | 6 | 4 | 0 | 9 | 9 | | | | | | | |
| | P | | | 1 | 7 | 1 | 1 | | | | | | | |
| READING/ WRITING | B | 13 | 17 | 17 | 5 | 3 | 8 | | | | | | | |
| | I | 3 | 10 | 2 | 3 | 6 | 2 | | | | | | | |
| | A | 5 | 3 | 5 | 7 | 10 | 9 | | | | | | | |
| | P | | | | | | | | | | | | | |

NYS ELA

| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Total |
|-----------------------|---------|---------|---------|---------|-------|
| 3 | 14 | 7 | 2 | | 23 |
| 4 | 8 | 5 | 1 | | 14 |
| 5 | | | | | 0 |
| 6 | | | | | 0 |
| 7 | | | | | 0 |
| 8 | | | | | 0 |
| NYSAA Bilingual (SWD) | | | | | 0 |

NYS Math

| Grade | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
|-----------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | English | NL | English | NL | English | NL | English | NL | |
| 3 | 12 | 1 | 9 | 0 | 3 | 0 | 1 | 0 | 26 |
| 4 | 8 | 0 | 4 | 2 | 5 | 0 | 0 | 0 | 19 |
| 5 | | | | | | | | | 0 |
| 6 | | | | | | | | | 0 |
| 7 | | | | | | | | | 0 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual (SWD) | | | | | | | | | 0 |

NYS Science

| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
|---|---------|----|---------|----|---------|----|---------|----|-------|
| | English | NL | English | NL | English | NL | English | NL | |
| 4 | 4 | 0 | 4 | 2 | 6 | 0 | 3 | | 19 |
| 8 | | | | | | | | | 0 |

| 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 Government | | | | |
| Foreign Language | | | | |
| Other _____ | | | | |
| Other _____ | | | | |
| NYSAA ELA | | | | |
| NYSAA Mathematics | | | | |
| NYSAA Social Studies | | | | |
| NYSAA Science | | | | |

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

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.

Assessment Data ***

The school uses a variety of assessment tools to assess and measure the early literacy skills of English Language Learners. Among these are Fountas and Pinnell Benchmarks, Teachers College Reading and Writing Workshop, and Foundations Benchmarks (Probes). In

addition there are results of the computer Performance Assessments and state mandated ELA, math, and science tests. Data from analyzing the New York State English as a Second Language Achievement Test is definitely incorporated.

1. Fountas and Pinnell reading assessments are administered three times a year. These running records and the weekly conferences with the ELLs allow teachers to track the students' strengths and weaknesses. With the task in mind, this data also permits differentiated instruction in a small group setting. It also allows flexible groupings of the ELLs.

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

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

When we examine and track the data from LAB-R and/or NYSESLAT, we find many trends that can help us further drive our instruction. Data patterns across proficiency levels on the Lab-R and NYSESLAT and grades reveal the five different stages of language acquisition. In the lower grades we have many beginners in the beginning of language. As they move up, they progress to Intermediate level, perhaps involving the middle state of learning a "new" language. Finally, there is the Advanced level where the ELLs put "everything together" and become proficient. Be aware that language acquisition does continue even when they are "proficient."

As noted above, Beginners are quiet and silent but learning to listen and speak. They look and listen. Then, voila, they speak. As they progress to the upper grades, they transition to the intermediate level, feeling comfortable in the social language and getting immersed in the academic language and application. We do notice as in the past, students have had many difficulties with reading and reading comprehension. In response to this, we have implemented several school-wide programs which help to reinforce literacy skills taught in the classroom. Within the classroom, consistent monitoring of student progress through guided reading, strategy lessons, and conferencing is done by every teacher and extra conferencing is done by the ESL teachers for ELL students. Comments pertaining to student progress and areas that need development are kept in literacy and writing binders, which every teacher keeps in his or her classroom. Additionally, based on data research, we have the interactive word wall in place. Children are exposed to Tier II words through specialized activities such as the Intensity Thermometer and Morphology. This intensive vocabulary work has shown an increase in reading comprehension among the targeted group.

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

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

As a school, we have a joint interest in moving these students forward. We have begun to look at different ways to incorporate strategies that will help our students improve upon their writing. During Writer's Workshop, classroom teachers and ESL specialists are conferencing with students on their writing on a consistent basis. The school's Teams have also been investigating ways to expand student vocabulary, looking specifically at the way morphological structures and metalinguistic awareness can assist ELLs in identifying more challenging Tier II words and encouraging students to use these words in their writing and daily communication. The school has also been looking more specifically at how we are modeling sample writing lessons-understanding how, as educators, we must "show" more than "tell", specifically in our daily interactions with ELLs. We are also looking more closely at ways to incorporate language objectives into daily planning. These are strategies that we hope will benefit ELLs-in addition to students school-wide.

According to the NYSESLAT results and the fall LAB-R scores we have a very large number of Beginners. Thus to start the English language acquisition, the classroom teacher and ESL specialist provide a print-rich environment full of high frequency words on the word wall, identifying words around the classroom, and repetitive songs and phrases for the Beginners to listen and repeat to learn the new language. "Put the book in the baggie and put the baggie in the desk." The teachers work with the ELLs in the pre-productive stage of language acquisition. Language prompts add to the ELLs' learning and understanding of the English language.

As the ELLs acquire the listening and speaking skills, they naturally will develop their reading and writing skills. They start the Emerging language acquisition process. One reading strategy Shared Reading is definitely enjoyed by all ELLs. This strategy has so many minilessons in one big book.

As the ELLs go from Beginning to Intermediate to Advanced stages of proficiency, we group the ELLs as homogeneously as possible, so they can benefit from their mandated ESL minutes and from working with their classmates. The ELLs are actively engaged in tasks and activities of academic rigor and higher level thinking skills

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 [AMAQ tool](#))

Analyzing the listening, speaking, reading, and writing modalities of the NYSESLAT are very enlightening. For example, the ELL not meeting the reading standard guides us to develop strategy lessons to strengthen his comprehension skills. If the ELL does not meet the writing standards, then graphic organizers and engaging questions can guide them to tackle the task correctly and cohesively.

As indicated in the NYSESLAT results there are a high number of proficient listeners and speakers across the grades. However, we continue to see high numbers of Beginners, Intermediates, and Advanced in the reading/writing component across the grades. We see through the research that less ELLs are becoming proficient in reading/writing in the upper grades; therefore, not becoming proficient in the English language. The teachers are aware that the reading/writing skills are weak. They prepare their tasks where students are actively engaged in interesting and pertinent conversation of higher thinking order. Language prompts guide them in that preparation.

AMAQ excel sheet has results and charts shows the progress or no progress for each ELL through successive NYSESLAT results.

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

Thus, the staff must be cognizant of all data of the ELLs. The ESL teachers share the Lab-R and/or NYSESLAT results with classroom teachers, out-of-classroom service providers, School-based Support Team, and the nursing staff.. For now, the administrators have entered the Fountas and Pinnell results for the entire school. The data specialist also enter data of the ELLs, SWD's, and mainstream students. She informs the staff how to use ARIS and new STARS program. All the information helps to generate best testing practices for the ELLs. Staff can research previous data to further decide on best practice for the ELLs. The technology teacher makes sure our computers are in working order. The ELLs' data whether it's Interactive Read Aloud, vocabulary focus, pertinent graphic organizers, or unit tests are shared. This research/data contribute to best practice and higher level skills for the ELLs.

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](#).)

. ELLs within the RTI framework: Teachers are given the LAB-R and NYSESLAT results to see what stage of language acquisition each ELL has achieved. Also, educators need to remember the factors that influence language learning acquisition and corresponding academic development. For examples – prior school experience, prior knowledge, exposure to English. They also need to know the RTI implementation for meeting ELLs' needs and showing support for ELLs' academic results. The process incorporates 1. Universal screening via Home Language Identification Survey, 2. Strong Core (Tier 1) Instruction which allows teachers and students working together to develop language and literacy skills across the curriculum through meaningful lessons, 3. Intensive targeted interventions 4. Progress monitoring of the at-risk students.

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

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

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

We are aware of how ELLs can be "stagnate." For example, an ELL has been at the Advanced level of proficiency for 3 consecutive

years. We can use Foundations to help with decoding. ESL modified guided reading can be utilized for comprehension skills. We stress how consistently scaffolding ESL strategies and methodologies are important to reinforce reading strategies and writing skills. We understand data determines the success of the ESL program – the subgroups improving from Beginner to Intermediate, from Intermediate to Advanced, from Advanced to Proficiency in the English Language. However, we see success in the students' eyes when they can accomplish a small task – nodding and understanding a word or phrase, communicating with a classmate, creating a play. Language is always evolving, and there is no finality to it. It is our goals as educators to support language acquisition. It will be reflective in the data, math, and science tests. Data from analyzing the New York State English as a Second Language Achievement Test is incorporated

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?not applicable
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We are ELATED 35 ELLs became proficient after administration of NYSESLAT 2013 to a total of 154 ELLS!!!!

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](#).)
For those parents who are registering their child for the first time, a Home Language Identification Survey (HLIS) is included in each registration packet. The Pupil Accounting Secretary is aware of the importance of filling out the HLIS correctly. She contacts the trained pedagogue – Ms. Chin, Mrs. Beylis, or Mrs. Garrel, our three fully certified English as a Second Language teachers - to conduct the informal oral interview in English and/or in the appropriate native language. Native languages spoken among our staff include Chinese, Hebrew, French, Haitian Creole, Bengali, Russian, Uzbek, and Spanish. If we do not have a translator on site, we contact the Translation Unit of the Department of Education. That phone contact person communicates with the parent. That contact person translates whatever is necessary for that parent/caregiver to understand and to properly fill out the Home Language Information Survey. The ESL specialist Ms. Chin, or ESL specialist Mrs. Beylis, or ESL specialist Mrs. Garrel is always there to follow through the identification process.

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

From the responses provided on the HLIS by the parent, the ESL certified contact person Ms. Chin and/or ESL certified service provider Mrs. Beylis, or ESL certified service provider Mrs. Garrel determines whether the child is eligible to take the LAB-Revised. If eligible, only the ESL providers administer the LAB-Revised within ten days of student's admission. If applicable, the Spanish LAB is administered to Spanish speaking students at this time by a Spanish-speaking pedagogue in the building within the ten days.

For current ELLs, the most recent results of the New York State English as a Second Language Achievement Test (NYSESLAT) are used to determine eligibility for ESL services. A printout of the latest RLAT from ATS is used to indicate changes in proficiency, changes in the mandated minutes of services to be provided, and continuance of services. Data from the RLAT is continually monitored and updated to reflect an accurate roster of current and former ELLs. In the fall letters are sent home in English or translated versions informing parents their children's results in the four modalities of listening, speaking, reading, and writing and their final status determination.

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.
- Following the administration of the LAB-R, all parents receive a letter explaining the informal and formal assessments used to determine their child's eligibility and whether their child is entitled to ESL services. All letters are sent in the language the parents have requested according to the child's Home Language Information Survey (English or native language.) For those students eligible for ESL services, an entitlement letter is sent to parents, inviting them to attend an orientation session regarding specific program choices (Transitional Bilingual, Dual Language, and Freestanding ESL) that are available to them.
- This year the workshops for Parents of Newly Enrolled English Language Learners are conducted by Ms. Chin, ESL Contact Person, and the other ESL instructors Mrs. Beylis and Mrs. Garrel. During the Workshops and outreach efforts it is emphatically stressed that the parents have three options for ESL services (Transitional Bilingual, Dual Language, and Freestanding ESL). After the orientation session parents complete the Parent Survey and Program selection, indicating their choices of available ESL programs. Whichever the parents' choices are, all their options are considered and recorded. All Parents' Surveys answers are entered in ATS under ELPC within twenty days. If TBE/DL program becomes available here or within the district, parents will be contacted according to their choices. Copies of the Parents' Assurances are filed in the office.
- At the workshop for Parents of Newly Enrolled English Language Learners parents view the video outlining their available ESL service options – Bilingual Transitional, Dual Language, or Freestanding English as a Second Language. They watch the DVD or website in the language of their choice. The Parents also receive the informative orientation pamphlets in their requested language. Acknowledging the fact that our parents' schedules often conflict with the workshop time, orientations may be set up at the request of the parent. If it's more convenient, they are given the DOE website where they can view the video in English or in native language and then return the surveys. Orientations are on-going throughout the academic year. Notices are frequently sent out reminding parents of these opportunities. Qualified staff is always available to answer questions from the parents.
- All notices are sent out in the language requested by the parent. Parent involvement is a priority at P.S. 206, and outreach efforts are made by the ESL teachers, the Parent Coordinator, Administrators, and other school personnel to ensure that parents understand their available choices.
3. 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 [\[see tool kit\]](#).)
- Entitlement letters are developed and distributed by the ESL department and sent home with every new and returning ELL student. Again letters are sent out in the language requested by the parent. For new students, the aforementioned entitlement letter is sent home to parents, indicating their child's eligibility for ESL services.
- For current ELLs, a letter is sent home, indicating the child's new proficiency level (as determined by the previous year's NYSESLAT) and/or whether the child is still eligible for ESL services. Parents of those ELLs' continued entitlement send back the tear-offs, acknowledging the fact of their child's continued ESL entitlement. For ELLs who have tested out, parents are informed that their child will continue to receive academic support for two years and will receive ELL test modifications. In addition, their child is still eligible for participation in Title III programs.
- To ensure that Parent Surveys and Program Selections forms are returned, the school has a strong line of personnel designated to keep parents aware of the importance of attending orientations and workshops. The Parent Coordinator is a key liaison in forging and strengthening the home/school relationships for newcomers, ELL students and their families. Further support is provided by classroom teachers who have frequent contact with families and are able to remind them about the importance of returning forms. Follow-up phone conversations remind the parents to return the important Parents' Assurance documents.
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.
- At this time, P.S. 206 offers a Freestanding ESL instructional program to its identified ELL students. Clear communication between parents and teachers ensures that parents understand their options. If language is a barrier to communication, personnel are brought in to interpret and to assist parents in making their preferences known. Translated Parent Survey forms are also offered at this time. In the event that a parent wishes to get more information about Transitional Bilingual or Dual Language programs in the area, the orientation provides this information and/or refers the parent to the appropriate contact person if he/she wants a transfer to another program selection, if available in the district. Email request is sent to the Senior Compliance Person with a copy to the principal.

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.
- . Prior to the administration of the annual NYSESLAT in the spring a list of ELLs eligible to take the NYSESLAT is generated from ATS. ELL service providers usually begin the speaking portion of the NYSESLAT in April. We “flip-flop”; that is, we do not administer the speaking test to our own target population. We test ELLs serviced by the other ESL teachers. In the month of May arrangements are made in order for one grade ELLs to be tested with two proctors in the classroom. Therefore, there is a classroom each for kindergarten, first grade, second grade, third grade, fourth grade, and fifth grade ELLs. Special needs ELLs are tested with modifications according to their IEPs. This set-up allows the groups ELLs to be assessed in a consistent manner in the modalities of listening reading, and writing.
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. *①*
- As aforementioned, P.S. 206 offers a Freestanding ESL program to its eligible students. After reviewing the Parent Survey and Program Selection Forms for the past few years, we have observed that most parents indicate ESL as the first choice on the document. This year, of the 39 eligible students, all parents except one for Dual Language picked Freestanding ESL program as their first preference. In previous years the Free Standing ESL model has been chosen by parents. In the school year of 2012-2013, we had 48 parents selecting Free Standing ESL as their first choice. There have been a few rare instances in which a parent omitted to indicate the type of program on the preference sheet. When this has happened, a follow-up contact was made by the ESL staff member and/or translator (when needed), and the preference for Freestanding ESL instruction was indicated. As a result, we can safely say that our school is aligned with our parents’ final choices.
- Parents who have filled out the preference sheet have indicated that they wish their child to receive Freestanding ESL instruction. Thus, the program model offered at P.S. 206 aligns with the parent requests. The school continually monitors parent choice on all forms, and changes itself to reflect growing and changing needs. In response to linguistic diverse student population, the school has provided classroom teachers and ESL personnel with more professional development on instructional strategies that facilitate optimum learning opportunities for the ELL child. If indeed, there appears to be a greater need for bilingual programming from increased enrollment, the school administration would certainly make this a serious consideration.

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])?

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

We use the pull-out model of instruction in Free Standing English as a Second Language. Each of the ESL service provider services two grades. We are able to service the Beginners, Intermediates, and Advanced in the same grade. This allows consistency in academic rigor and vocabulary content.

Our Beginning students are serviced 360 minutes a week via a pull-out teaching model. These children are immersed in an ESL environment that addresses their immediate language needs. The room provides pictures, interactive word wall, print rich charts and labels. There are language prompts posted to assist the ELLs to comprehend the patterns and use them to further acquire the English language. Through TPR, body language, repetition, read-alouds, interactive real-aloud, they develop in their language acquisition, as well as social and cultural awareness. They learn to work in small groups.

The Intermediate students are also pulled out for 360 minutes a week at the same time as Beginners to the same ESL pull-out environment. Using strategy and scaffolding techniques, ELLs expand their language focus and sustain academic rigor. They become better listeners and more confident speakers. They develop reading comprehension skills. ELLs understand and work on their own authors' styles.

Advanced ELLs receive their mandated 180 minutes/week in a pull-out system also. Their language acquisition is now at a more sophisticated mannerism. The ESL instructor, of course, interjects and scaffolds through the use of the language lens and ESL strategies and methodologies. After the ELLs reflect on the teaching point, they embark on the modified guided reading component or a strategy lesson, especially concentrating on vocabulary and deconstructing the "juicy sentence." This further serves to strengthen the skills and to improve the performance of our ELLs. Emphasis continues to be placed on integrating content and language objectives with a focus on building social as well as academic language. The ELLs are continuously monitored and provided with differentiated instruction during small group instruction.

When the ELL teacher does pull-out during another content area, such as math or science, she continues to use ESL methodologies and scaffolding to engage ELLs in quality interactions. ELLs acquire more knowledge and stamina to reach their expectations in that subject. Their skills in listening, speaking, reading, and writing continue to strengthen within the Common Core State Standards.

ESL instruction in the content areas is provided as a supplemental tool to enhance and support the learning in the classroom. The ESL teacher utilizes the current math curriculum and provides scaffolded instruction using vocabulary expansion techniques. Our ELLs gain practical terminology and content rigor through the Go Math! Web applications and spiral review with Starrmatica.com.

1b. The ELLs are interspersed among the classes of each grade. Again, the Beginners and Intermediates are blocked together in a pull-out situation for their mandated 360 minutes. Advanced ELLs are pulled out for 180 required service minutes.

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)?

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

3. 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.

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

TPR and body language help convey meaning and intent during the mini-lesson.

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

We are aware of the demands of the Common Core Learning Standards. Using the CCSS and rubrics we work to design coherent lessons with language scaffolding and strategies in order to engage the ELLs in listening and speaking. The questioning techniques lead to clear understanding of the materials. Clear understanding allows independent reading and writing. The ELLs' required four modalities/skills of listening, speaking, reading, and writing are addressed in the four areas of the Common Core State Standards of listening, speaking, reading, and writing. We are aligned.

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

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

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

ELL Periodic Assessments are used to appropriately evaluate ELLs in the four modalities of listening, speaking, reading, and writing of English acquisition through the year. Teachers also assess the ELLs through engaging questioning and answering techniques.

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).

6a. SIFE Students:

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

6b. Newcomers: Newcomers include any English Language Learners with less than 3 years in the English speaking school system. Our new ELL students are provided with an orientation into their new class setting. Efforts are made to scaffold the class work appropriate to their level of language acquisition, and they are paired with a learning partner. They are given picture dictionaries or dictionaries and subject glossaries in their native language, if available. These children are invited to attend the Extended Program and/or the Title III Program. Parents of these students are invited to attend various workshops that would support their child's learning. These adults are offered strategies and access to various tools/resources that they can use to work with the children at home. Thereby, this valuable information increases their child's English acquisition, as well as their own.

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

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

the standard-based examinations.

6c. ELLs Receiving Service 4 to 6 Years:

These English Language Learners are provided with additional Response to Intervention (RTI) where they work in small groups for literacy (reading and writing) either during the instructional day and/or Extended Day in the afternoon. These children are monitored closely as are all other at-risk students and are offered the full range of intervention services available. They are invited to the supplementary services of Title III ELL After School Program.

6d. Long Term ELLs

If Long term English Language Learners are assessed and qualify, they work in small groups for literacy (reading and writing) either during the instructional day and/or Extended Day in the afternoon. These students are monitored closely as are all other At-Risk students and are offered the full range of intervention services available

6e. Although ELLs have tested out (become proficient) as a result of the NYSESLAT, academic transitional support is still provided to them for two more years. They are allowed the same test modifications accorded to present ELLs. They are invited to the Title III ELL After School Program and Response to Intervention in literacy, as determined by their ongoing assessments.

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?

. 206 uses curricular flexibility in allowing the ESL pull-out team the ability to immerse ELLs/SWDs in an ESL print-rich, safe, and secure environment. Language can flow positively through reduced fears in making language errors. ELL teachers support the classroom teachers, using the grade curriculum maps but scaffolding according to ability and needs. Class assignments are modified and approximated in the ESL pull-out class to meet the classroom criteria. UDL is incorporated in both the classroom setting and ESL application.

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?

Instruction is flexible in that ESL teachers are utilizing the pull-out program to meet the needs of diverse ELL/SWDs whether from basic beginners to advanced ELLs on the cusp of proficiency. Scheduling is also flexible. Classroom teachers will adjust their daily programs so that the advanced or intermediate ELLs can benefit from their added instruction during crucial or particularly taxing concepts/vocabulary.

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

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

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

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

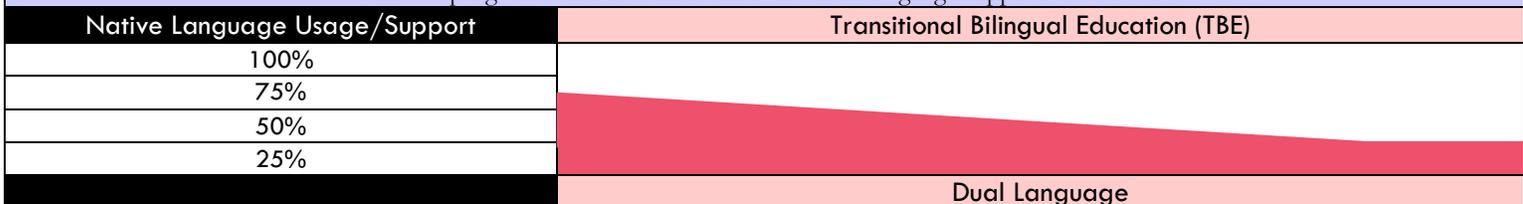
| | Beginning | Intermediate | Advanced |
|---|----------------------|----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required 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.



| | | | |
|--|------------------|---------------------|-----------------|
| 100% | | | |
| 75% | | | |
| 50% | | | |
| 25% | | | |
| | | Freestanding ESL | |
| 100% | | | |
| 75% | | | |
| 50% | | | |
| 25% | | | |
| TIME | BEGINNERS | INTERMEDIATE | ADVANCED |
| TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports. | | | |

B. Programming and Scheduling Information--Continued

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.

At P.S. 206 we have a strong Response to Intervention team responsibility. One teacher who is certified in Reading Recovery services grade one and grade two ELLs. The ELLs truly benefit in the one to one reading relationship. The second RTI member has a certified reading license. She works with upper ELLs in small group setting after assessing the students. These RTI teachers constantly attend professional development to enhance and bring new ideas into their instruction. The English language is used in the RTI department.

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

. We are the advocates for the English Language Learners at P.S. 206. To make this pull-out program to work effectively the ESL teachers touch base with the classroom teachers in order to support what is going in the class. For example, ReadyGen – we are on the same page regarding the unit plan with the chosen vocabulary words, the teaching point, the engaging questions, the concept board, etc. We reinforce the content through language development – through the five stages of language acquisition whether if we are using repetition, TPR, small groups of differentiated instruction.

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

P.S. 206 has been chosen to participate in ELL software program called Lexia, a pilot only in ten public schools this year. ELLs are assessed. From there they use their allotted computer time to build up their vocabulary and their reading comprehension skills. Trained personnel support by making sure the program is running smoothly and effectively in order the ELLs to maximize time and materials.

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

Because of budget cuts there will be no RTI after school program for our ELLs.

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 an integral part of the school population. They participate in all programs available at this time. During the day, ELLs enjoy computer classes, various activities of physical education, music either from singing, recorders, or keyboards, and the creativity that comes from art. We look forward to evening Gallery of Art Presentation in June, 2014. We are amazed what the ELLs and general student population “churn up” with their science project exhibits.

Based on research data and teachers' recommendations, ELLs receive RTI services during regular day and Extended Day. Because of the budget, there is no after school RTI for either general education, special education, or the English Language Learners.

As part of the community involvement ELLs come with their parents in pajamas for Reading by Twilight. Later on in the school year ELLs participate in upcoming school events such as Math Night and the Spring International Night where they show off their talents in singing and dancing.

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 used to assist our English Language Learners, include a variety of supplementary resources that support the literacy, math, and content area instruction in science and social studies. These include a broad spectrum of print, visual, and digital resources designed to assist the learner in further increasing English language proficiency. Staff, ELLs, and parents take advantage of the site licenses in MyOn and Starrmatica, websites with information and help, based on the Common Core State Standards. Each classroom has a Smartboard to support online instructional materials and resources. The Smartboard technology offers ELLs and general education students a visual, interactive, and engaging arena that encompasses the learning objectives.

In math and science instruction manipulatives and actual simulations provide ELLs with the access to content specific concepts and principals.

Additionally, ELLs are receiving services from staff, who are constantly trained in Foundations, Wilson, and Special Education Tracking. The ELLs take advantage of the Extended Day Tutorial, working in listening, speaking, reading, and writing skills. Technology is infused at all levels, and ELL students will have increased opportunities to further enhance their skills utilizing our Computer Lab as well as the portable wireless laptops.

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

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

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

As reiterated previously in the LAP, picture dictionaries, native language dictionaries, and glossaries are provided for the ELLs. Leveled books for guided reading are supplied to the staff in order to support the ELLs in learning vocabulary and reading strategies.

Foundations/Wilson materials allow early childhood ELLs to learn and understand the letters and sounds associated with "tapping."

Flashcards and games to reinforce literacy skills are beneficial and age appropriate for the ELLs. Classes in technology, art, math, science, and social studies are always considered in regards to the ELLs' age and proficiency level.

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.

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

18. What language electives are offered to ELLs?

None at this time.

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)?

Not applicable re dual language

C. Professional Development and Support for School Staff

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

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

On Tuesday, September 3, 2013 and Wednesday, September 4, 2013 ESL team presented professional development on the concept and application of co-teaching. This philosophy is presently used by classroom teachers and specialized science clusters. The two teachers plan collaboratively to provide interesting and motivated lessons to all students, including the ELLs. This design for coherent planning aims toward engaging all students in an independent environment.

P.S. 206 is an "ELL" school with its high numbers of ELLs dispersed in every classroom. On

Monday, September 30, 2013, ESL team presented its professional development during extended time slot. Shared information included understanding the compliance guidelines and mandated steps in the English as a Second Language program. Placed in grade leaders' classrooms, binders of ESL strategies and graphic organizers can be used to help ELLs and other students in small groups of differentiated instruction.

Also, the ESL service providers continue to stress how language prompts benefit English Language learners in the four modalities of listening, speaking, reading, and writing. Language prompts such as sentence starters or fill-ins allow students to speak and respond with academic rigor.

On Tuesday, November 5, 2013, P.S. 206 staff had a show and tell. Each participant presented a "best practice" that worked for the class and for the ELLs.

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

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

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

Children First Network supports P.S. 206 in many years:

First, they provide many sessions of professional development, based on alignment of the New York State Common Core Standards. One team of literacy teachers attend informational meetings and turn key the highlights to the rest of the staff of classroom teachers, clusters, and other related service providers. One topic is on opinion writing via persuasion. Working with informational text is high priority. Another tool is UDL – Universal Design of Learning. We look forward to learning, planning, preparing our students for high instructional expectations as they head to ward college and career readiness.

Another team of the Math Coach, an upper grade teacher, and a special education teacher attend the math seminars and turn key that Go Math information to the remaining staff.

The Network also provides sessions for classroom teachers in regards to ReadyGen training. P.S. 206 hosted this Cohort for the all-day professional development. ReadyGen facilitators point out the scaffolding techniques for ELLs in the teacher's guide.

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

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

D. Parental Involvement

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

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

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

This fall semester has been busy for the Parents of ELLs and for the rest of the Parent Community.

Parents continue to be active school community by understanding what encompass his/her child's education at this time. They are learning to understand the required Common Core State Standards. They are working with the staff and their children in regards to the ReadyGen and Go Math curricula.

They know to take advantage of the Dial-a-Teacher helpline for their children. They receive user ID and password to check on his/her child's status in ARIS. They will learn another software info called Engrade which provides data about his/her child. Their children will teach them about the backpack homework in Starrmatica.

For K-2 parents, including those of ELLs, learn how to help their young children by attending "Give Your Child a Great Start in School." Parents of all general education, special education and English Language Learners 5th graders become familiar and are able to maneuver with "Middle School Choices."

P.S. 206 has "Reaching the Parents of ELL Community through the Partnership with Queens College." Professors from said college provide information on how ELLs parents can help their children and to help themselves with the new language, new culture, new food, and new education system.

As previously mentioned, native languages spoken among our staff include Chinese, Hebrew, French, Haitian Creole, Bengali, Russian, Uzbek, and Spanish. If we do not have a translator on site, we call the Translation Unit of the Department of Education. That phone contact enables us to communicate with that parent/caregiver. However, we do have parents who volunteer their time to assist in our school community. ELL parents willingly share their time and ability in translating for their fellow countrymen/countrywomen.

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

3/4. To evaluate the needs of the parents we need to check out the feedback from the ELL parents.

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

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.

Paste response to question here:

Part VI: LAP Assurances

School Name: Horace Harding

School DBN: 28Q206

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

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|-----------------------|----------------------|-----------|-----------------|
| Joan L. Thomas | Principal | | 11/15/13 |
| Osceola Perez | Assistant Principal | | 11/15/13 |
| Maggie Isdith | Parent Coordinator | | 11/15/13 |
| Frances Chin | ESL Teacher | | 11/15/13 |
| Jenny Flores | Parent | | 11/15/13 |
| Tatiana Beylis/ESL | Teacher/Subject Area | | 11/15/13 |
| Elissa Garrel/ESL | Teacher/Subject Area | | 11/15/13 |
| Maureen Bilewich/Math | Coach | | 11/15/13 |
| | Coach | | 1/1/01 |
| Samantha Campbell | Guidance Counselor | | 11/15/13 |
| | Network Leader | | 1/1/01 |
| Marc Katz/IEP | Other _____ | | 11/15/13 |
| | Other _____ | | 1/1/01 |
| | Other _____ | | 1/1/01 |
| | Other _____ | | 1/1/01 |

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 28Q206

School Name: Horace Harding

Cluster: 2

Network: 209

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

Part A: Needs Assessment Findings

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

At the time parents register their child at P.S. 206 Home Language Survey Information is a necessary document in the packet. HLIS is a major starting point for collecting data regarding language spoken at home. This information allows the school's parental translation and interpretation to be addressed. In addition, we view our Home Language Report via ATS to assess which language translations our parent body may require. Our new ELLs speak Spanish, Chinese, Russian, Arabic, French, Hindi, Korean, Tadjik, and Uzbek.

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

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

Part B: Strategies and Activities

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

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

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

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

To reiterate, our school uses inhouse staff and personnel for oral translation. In the event that we do not have a translator on site, we rely on the DOE translation unit hotline. Also, during group or one on one meetings, we take advantage of parent volunteers, family friends, and staff to help meet the translation needs at our various meetings.

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

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