

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

20K205

School Name:

P.S. 205 CLARION

Principal:

BETH GRATER

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

Section 5: Needs Assessment, Annual Goals, and Action Plans

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

Section 1: School Information Page

School Information

School Name: Clarion School School Number (DBN): 20K205
PreK-5
Grades Served: _____
School Address: 6701 20th Avenue
718 236-2380 718 331-7299
Phone Number: _____ Fax: _____
School Contact Person: Beth Grater Email Address: BGrater@schools.nyc.gov
Principal: Beth Grater
Kathleen Nicholas
UFT Chapter Leader: _____
Parents' Association President: _____
Beth Grater
SLT Chairperson: _____
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

District: 20 Superintendent: Karina Costantino
415 79 Street, Brooklyn, NY 11209
Superintendent's Office Address: _____
KCostan@schools.nyc.gov
Superintendent's Email Address: _____
718 759-4912
Phone Number: _____ Fax: _____

Borough Field Support Center (BFSC)

BFSC: _____ Director: _____
Director's Office Address: _____
Director's Email Address: _____
Phone Number: _____ Fax: _____

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Beth Grater	*Principal or Designee	
Kathleen Nicholas	*UFT Chapter Leader or Designee	
Cindy Cavallaro	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Sofia Asaro	UFT	
Raeann Haddad	UFT	
Mary Ellen Ambrosio	UFT	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Mary Ann Ortiz	Parent	
Nicole Rego Mollica	Parent	
Anna Sgroi	Parent	
Jennifer Maneri	Parent	
	Member/	

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

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

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

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

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

The PS 205 mission is dedicated to the creation of a synergetic educational environment where students, teachers, administrators, parents and community work hard together as a family, to build strong, confident and independent learners who excel. Our commitment is based on the belief that all children can learn and have the right to learn. Recognizing that children have different learning styles, ability levels, challenges, life experiences, family backgrounds and cultures, we design learning experiences that are standards-driven with the expectation that each student will be empowered for life with the desire to search for knowledge. As a community of learners; administrators, staff and parents work together to ensure every child becomes a lifelong learner reaching their highest potential through a standards- based program.

P.S. 205 is a barrier free elementary school located in the Bensonhurst section of Brooklyn, New York. This pre-kindergarten to fifth grade school services a population of approximately 1098 students in both general and special education classes. P.S. 205 houses 53 classes, with 12 of the 53 classes being self-contained special education classes and 7 of the 53 classes servicing gifted and talented students. Our special education classes consist of students who are in a 12:1 and 12:1:1 setting inclusive of Bilingual Yiddish children and children who participate in New York State Alternate Assessment (NYSAA). Our gifted and talented program consists of two kindergarten classes, two first grade classes, two second grade classes, two third grade classes and one fourth grade class. 37% of the P.S. 205 population are English Language Learners who are serviced by five English as a New Language (ENL) teachers.

P.S. 205 houses the following general education classes (not including the gifted and talented classes): 3 full day pre-kindergarten classes, 6 kindergarten classes, 6 first grade classes, 4 second grade classes, 5 third grade classes, 4 fourth grade classes and 4 fifth grade classes. The average class size in kindergarten is 24, first grade is 25, second grade is 29, third grade is 26, fourth grade is 32 and fifth grade is 29. P.S. 205 has two Special Education Teacher Services Support (SETSS) teachers who service students using both a push-in and pull-out model. P.S. 205 support both the general education and special education students with services to meet their needs. A health coordinator supports our large special education population. Two full time and two part time Academic Intervention Services (AIS) providers provide additional support to students who are struggling in Math and Literacy. Special education students receive their mandated related services of speech, occupational therapy, physical therapy and adaptive physical education during the school day. A full time instructional coach works with teachers to improve instruction and deepen knowledge. We have eight teachers who departmentalize with eight classes in grades 2-5. One teacher fosters instruction in literacy, while the other fosters instruction in math and the content areas.

P.S. 205 incorporates the use of the workshop model for instruction in all subject areas. As a school we designed our own curriculum maps for English Language Arts (ELA) based on the New York State Common Core Learning Standards (CCLS). P.S. 205 utilizes Math in Focus for math instruction. Content based instruction is based on the Scope and Sequence. Each grade incorporates two units of content into literacy throughout the year. At least one of these units per grade is taught through the Independent Investigation Model (IIM) approach to research. P.S. 205 has a classroom Coffee Shop run by a class of 12:1:1 students combining academics with Activities for Daily Living (ADL) skills.

Our ENL teachers service the ELLs through the use of the push-in model. The classroom and ENL teacher collaborate to meet the needs of the ELL students and to plan for instruction.

Every teacher including special education teachers have at least four common preparation periods per week. This time is utilized by grade members to plan and look at student work.

P.S. 205 firmly believes that assessment drives instruction. Teachers constantly assess both formally and informally using the DRA2, running records, conferencing and built in math unit assessments and benchmarks. Data is then analyzed to inform best instructional practices.

We have two technology cluster teachers who use both a computer lab and laptop lab to give all students technology instruction. Additionally, every classroom is equipped with a smart board and ELMO. Every grade shares a rolling laptop cart and IPAD cart for student's use. Nine classrooms have Smart Tables.

P.S. 205 supports the Arts with two full time art teachers, three full time music teachers. We have a chorus, orchestra and a band. The students participate in Music Memory and Dancing Classrooms. Marquis Studio provides 10 week residency programs that integrate dance, technology, science and the arts. The gifted and talented students are learning how to play the recorder and keyboard, and grades 3 & 4 will receive coding instruction using robots. Special education students who receive Adaptive Physical Education (APE) participate in a basketball tournament and Dance festival.

Additional clusters include library, technology, and science. P.S. 205 has two full time gym teachers allowing every child to participate in physical education.

Parent newsletters are sent home monthly in all languages. There are school wide, grade level and cluster teacher newsletters. Every classroom teacher has a website which gets updated weekly. Parent workshops are provided bimonthly on various topics connecting the home-school environment. Teachers are kept informed with the weekly Clarion news and via the members of the Collaborative Instructional Learning Team which meets bi-monthly. P.S. 205 has a school wide Book of the Month program in which each class creates responses in writing following the read aloud of the text. The book is sent home with a different child during that month in order to foster a home school connection.

Professional development is provided by the full time coach as well as grade level representatives from the Collaborative Learning Team as well as teachers who attend offsite workshops. There are also cross grade team meetings. Teachers participate in inter- visitations in order to learn and share best practices.

We support higher standards with our afterschool Title III program, ELA and Math Academy and science program. Our school community goes beyond the school doors. It is made up of many friends in Bensonhurst and beyond. The Brooklyn Chinese Association provides an additional afterschool program for our students. P.S. 205 has developed partnerships in the community and enjoys collaboration with many organizations from the cultural and educational sector. Some of these resources include: Environmental Study Center, College of Staten Island, Brooklyn College, American Heart Association and NIA Food Drive .

Based on the Framework for Great Schools component of rigorous instruction, implementation of Domain 3 of Danielson's Framework for Teaching which includes using questioning and discussion techniques, engaging students in learning and using assessment in instruction is on average rated as effective. Our goal is to have more teacher's rate highly effective in this domain. As a school, we are focusing on improving in these areas through implementation of higher order thinking questions and student led discussions as well as success criteria implementation as a form of self-assessment. School wide we have made the most progress in the element of Collaborative Teachers in that teachers are committed to the success and improvement of their classrooms by participating in professional development activities.

20K205 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05,06	Total Enrollment	1153	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population		76.9%	% Attendance Rate	95.1%
% Free Lunch		61.4%	% Reduced Lunch	1.4%
% Limited English Proficient		28.1%	% Students with Disabilities	18.3%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		0.1%	% Black or African American	0.6%
% Hispanic or Latino		20.9%	% Asian or Native Hawaiian/Pacific Islander	49.4%
% White		28.8%	% Multi-Racial	0.2%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		10.17	# of Assistant Principals (2014-15)	3
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.3%	Average Teacher Absences (2013-14)	7.94
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		36.6%	Mathematics Performance at levels 3 & 4	51.3%
Science Performance at levels 3 & 4 (4th Grade)		82.2%	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate		N/A		
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing		X	Local Assistance Plan	
Focus District		X	Focus School Identified by a Focus District	
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	YES
White		YES	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	YES
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	YES
White		YES	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	YES
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	YES
White		NO	Multi-Racial	YES
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

As per the 2014-2015 Quality Review, our school has collaboratively created a rigorous curriculum aligned to the CCLS integrating the instructional shifts across all grades and subject areas. The school curriculum ensures interdisciplinary connections integrated in English Language Arts to provide students with deep connections to social studies and science content. All students including Students with Disabilities and English Language Learners are engaged in tasks that are rigorous and engaging and are producing meaningful work products that are aligned to the CCLS. Rigorous habits and higher order skills based on DOK and Hess’s Cognitive Matrix are embedded in daily tasks so that all students can demonstrate their thinking. Teaching strategies allow for multiple entry points into the curricula so that all learners are engaged in appropriately challenging tasks and demonstrate higher order thinking skills. School wide, teachers use and create common assessments, rubrics and grading policies that are aligned with the school’s curriculum and analyze the assessment data by and use the information on student outcomes to plan for instruction. Teachers provide meaningful feedback to students regarding their performance. Students are engaged in self assessments and are working towards becoming aware of their next steps for learning in all subject areas. Through implementation of the Danielson Framework for Teaching, Domain 3 from Advance our teachers are on average rated as effective (62%) with 29% achieving a highly effective rating. This domain includes using questioning and discussion techniques, engaging students in learning and using assessment in instruction. Our goal is to have more teachers rate highly effective in this domain.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, all teachers will use a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse and engage students in challenging content through well designed learning tasks that require complex thinking by students and fully integrate assessment into instruction. This is done through extensive use of formative assessment to improve rigorous instruction. This will result in a 3% increase of teachers scoring highly effective in Domain 3 of Danielson’s Framework for Teaching as measured by formal and informal observations.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> • Use of DOK and Hess’s Cognitive Matrix when planning and implementing lessons • Implementation of Success Criteria Professional Development as a method of formative assessment. • Use of the Workshop Model for instruction, incorporating questioning and discussion techniques • Increased use of Literature Circles amongst all classes • Common Planning Time • Intervisitations to colleagues highlighting best practices • Weekly Professional Development sessions focusing on deepening the use of Success Criteria as a mode of formative assessment 	<p>All Teachers</p>	<p>September 2015 through June 2016</p>	<p>Administration, All Teachers- Classroom, Cluster, ESL, SETSS</p>
<ul style="list-style-type: none"> • UDL implementation in all lessons • Use of Language Stems • Protocols for discussions • SETSS push in/pull out 	<p>Classroom teachers of ELLs, Teachers of 12:1, 12:1:1, SETSS, ESL teachers, AIS providers</p>	<p>September 2015 through June 2016</p>	<p>Administration, All Teachers- Classroom, Cluster, ESL, SETSS, AIS, Speech teachers</p>

<ul style="list-style-type: none"> • ESL push in • Reading and Math AIS push in • Speech and Language Therapy 			
<ul style="list-style-type: none"> • Representation of the School Leadership Team • Parent Workshops • Parent Teacher Conferences • Curriculum Conferences • School Website • Class Websites • Cluster websites • Clarion Connection- monthly school newsletter • Teachers providing written academic goals to parents • Classroom Publishing Parties 	Parents and Guardians	September 2015 through June 2016	Administration, Parent Coordinator

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Classroom teachers, AIS push in, ESL push in , SETSS push in/pull out, inter-visitations, common planning time, Professional Development, Instructional Leads, IIM, Library Books, Textbooks											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, there will be a 2% increase of teachers scoring highly effective in Domain 3 of Danielson’s Framework for Teaching as measured by formal and informal observations as evidenced on the Advance MOTP Report and Advance Dashboard.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

As per the 2014-2015 Quality Review, our school has created a positive attitude that supports academic and personal growth of students and adults by engaging students in motivating tasks, creating good work habits and communication skills within a lesson. Additionally, our school has systems and routines that foster a culture towards high expectations for all stakeholders resulting in strong partnerships with families to support and ensure student successes. As a school we communicate high expectations through our Bottom Lines and sharing of best practices. Our school partners with parents and provides ongoing communication through school and class websites, newsletters, progress reports and workshops.

Through implementation of the Danielson Framework for Teaching, Domain 2 from Advance our teachers are on average rated as effective (56%) with 43% achieving a highly effective rating. This domain includes creating an environment of respect and rapport and managing student behavior . Our goal is to have more teachers rate highly effective in this domain.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, all teachers will create an environment where all students feel valued and are comfortable taking intellectual risks and student behavior is entirely appropriate with students taking an active role in monitoring their own behavior and/or that of other students against standards of conduct to improve a supportive environment that will result in a 3% increase of teachers scoring highly effective in Domain 2 of Danielson’s Framework for Teaching as measured by formal and informal observations.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home 	<p>Target Group(s) Who will be targeted?</p>		<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>		
<ul style="list-style-type: none"> • <table border="1" data-bbox="99 766 760 1129"> <tr> <td data-bbox="99 766 446 1129"> <ul style="list-style-type: none"> • Respect for All Training • Discipline Code Assemblies • Bullying Assemblies/Posters • Health and Nutrition Lessons </td> <td data-bbox="446 766 760 1129"> Administration, All Classroom Teachers-Cluster, ESL, SETSS, Self Contained </td> </tr> </table> 	<ul style="list-style-type: none"> • Respect for All Training • Discipline Code Assemblies • Bullying Assemblies/Posters • Health and Nutrition Lessons 	Administration, All Classroom Teachers-Cluster, ESL, SETSS, Self Contained	<p>All Staff and Students</p>	<p>September 2015 through June 2016</p>		
<ul style="list-style-type: none"> • Respect for All Training • Discipline Code Assemblies • Bullying Assemblies/Posters • Health and Nutrition Lessons 	Administration, All Classroom Teachers-Cluster, ESL, SETSS, Self Contained					
<ul style="list-style-type: none"> • RTI team meets monthly to implement special education strategies and materials in the general education classroom. • The School Implementation Team created an IEP Action Plan that ensures that all students have access to rigorous curriculum with appropriate supports and services as well as creating quality IEP's. • ESL Push-in model allows for ENL students to be serviced within their classrooms during the literacy block. This model allows for differentiation for ENL students within the subjects of reading and writing. • SETSS Push-in model supports instruction for identified students within their classroom settings in order to ensure that students do not miss classroom instruction. Additionally, the push-in model allows for collaboration between the classroom teacher and the SETSS provider as well as the ability to service at-risk students within the class of service. 	<p>Level 1 and 2 students, Students with Disabilities, ELLs</p> <p>Parents and Guardians</p>		<p>September 2015 through June 2016</p> <p>September 2015 through June 2016</p>	<p>Administration, Classroom teachers, AIS providers, ESL teachers, SETSS teachers, Speech Teachers, Guidance Counselor, Social Worker, School Psychologist</p> <p>Administration and Parent Coordinator</p>		

<ul style="list-style-type: none"> Academic Intervention Services- Math and ELA Speech and Language Therapy Guidance 				
<ul style="list-style-type: none"> Representation of the School Leadership Team Parent Workshops Parent Teacher Conferences Curriculum Conferences School Website Class Websites Cluster websites Clarion Connection- monthly school newsletter Teachers providing written academic goals to parents Classroom Publishing Parties 				

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Assemblies, ESL Teachers, AIS providers, Speech and Language Therapists, Guidance Counselor, MOSL, ELL Academy, Science/Social Studies/ Prep, Award Reading Software											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A		Title III, Part A	X	Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, there will be a 2% increase of teachers scoring highly effective in Domain 2 of Danielson’s Framework for Teaching as measured by formal and informal observations as evidenced on the Advance MOTP Report and Advance Dashboard.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

As per the 2014-2015 Quality Review, our school has aligned assessments to curricula through teachers collaboratively creating assessments, rubrics and grading policies that offer a clear portrait of student mastery which provide meaningful and actionable feedback to students and teachers regarding student achievement. The common assessments created offer a clear picture of student progress toward goals across all grades and subject areas as well as a means for adjusting curricula and instructional decisions. Students self and peer assess and are aware of their next steps in learning. Additionally, teachers are engaged in inquiry based professional collaborations that have in turn strengthened instructional capacity and the implementation of the CCLS resulting in school-wide instructional coherence and increased student achievement for all learners. Teacher teams analyze student work and assessment data resulting in improved teacher practice and mastery of student goals.

Through implementation of the Danielson Framework for Teaching, Domain 4 from Advance our teachers are on average rated as effective (71%) with 28% achieving a highly effective rating. This domain includes growing and developing professionally through seeking opportunities for professional development to enhance content knowledge and pedagogical skills and engaging in professional conversation about practice with colleagues and supervisors . Our goal is to have more teachers rate highly effective in this domain.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, all teachers will seek out opportunities for professional development and solicit feedback on practice from supervisors and colleagues as well as initiate important activities to contribute to the profession to improve collaborative teachers that will result in a 3% increase of teachers scoring highly effective in Domain 4 of Danielson’s Framework for Teaching as measured by formal and informal observations.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> • Inquiry Teams for Close Reading • Vertical Grade Planning • Collaborative Professional Learning Team • Professional Goals • Professional Goals Benchmark Survey • Monitoring for Results • PARCC Math Benchmark Assessments • Rubrics and Checklists • Formative Assessment • Inquiry work with a focus on Students with Disabilities through a cycle of selecting students as a target population and then focusing on learning conditions that either get changed or are monitored for improvement. These conditions are then transferred to a system level change within the school. 	<p>Entire Staff</p>	<p>September 2015 through June 2016</p>	<p>Administration, All Classroom Teachers-Cluster, ESL, SETSS, Self Contained</p>
<ul style="list-style-type: none"> • 1:1 Conferences • RTI • UDL • Small Group Instruction • SETSS • ESL push-in model 	<p>Level 1 and 2 students, Students with Disabilities, ELLs</p>	<p>September 2015 through June 2016</p>	<p>Administration, All Classroom Teachers-Cluster, ESL, SETSS, Self Contained</p>

<ul style="list-style-type: none"> • Related Services- OT,PT, Speech • Academic Intervention Services- Math and ELA 			
<ul style="list-style-type: none"> • Representation of the School Leadership Team • Parent Workshops • Parent Teacher Conferences • Curriculum Conferences • School Website • Class Websites • Cluster websites • Clarion Connection- monthly school newsletter • Teachers providing written academic goals to parents • Classroom Publishing Parties • Monthly PTA Meetings • Weekly Parent Engagement 	Parents and guardians	September 2015 through June 2016	Administration, Parent Coordinator

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Administration, Classroom Teachers, Clusters, ESL Teachers, SETTS, Academic Intervention Services, Parent Coordinator											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP	X	Title I TA	X	Title II, Part A		Title III, Part A	X	Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, there will be a 2% increase of teachers scoring highly effective in Domain 4 of Danielson’s Framework for Teaching as measured by formal and informal observations as evidenced on the Advance MOTP Report and Advance Dashboard.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

As per the 2014-2015 Quality Review, distributive leadership is valued and encouraged. Our school leadership team inspires teachers to participate in various leadership capacities. All teachers and paraprofessionals have a voice in developing goals and identify strategies to help attain goals. As a school, we have a clear vision established in which bottom lines outline the areas needed to fulfill the school vision. These bottom lines are tracked throughout the year for progress.

Through implementation of the Danielson Framework for Teaching, teachers are observed in order to elevate school wide instructional practices and implement strategies that promote professional growth and reflection. The overall Measure of Teacher Practice (MOTP) indicates that 58% of our teacher’s rate effective with only 36% rated highly effective. This overall rating includes all four domains of the Danielson Framework. Our goal is to have more teachers rate highly effective in the overall MOTP.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, through effective school leadership, all teachers will raise student achievement by continuing their professional growth, and developing and delivering the instructional and social-emotional support that drives student achievement which will result in a 3% increase of teachers scoring highly effective in the overall score of MOTP in Advance as measured by formal and informal observations.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> • Inquiry work with a focus on Students with Disabilities through a cycle of selecting students as a target population and then focusing on learning conditions that either get changed or are monitored for improvement. These conditions are then transferred to a system level change within the school. • Collaborative Professional Learning Team • Intervisitations • RTI team meets monthly to implement special education strategies and materials in the general education classroom 	All Teachers	September 2015 through June 2016	Administration, All Teachers
<ul style="list-style-type: none"> • Guidance • Social Worker • Afterschool programs • Academic Intervention Services- Math and ELA • RTI • Health Coordinator 	Level 1 and 2 students, Students with Disabilities, ELLs	September 2015 through June 2016	Administration, All Classroom Teachers
<ul style="list-style-type: none"> • Representation of the School Leadership Team • Parent Coordinator • Parent Teacher Association 	Parents and Guardians	September 2015 through June 2016	Administration

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Administration, Teachers, Afterschool Programs, Academic Intervention Services											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A		Title III, Part A	X	Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, there will be a 2% increase of teachers scoring highly effective in the overall score of MOTP in Advance as measured by formal and informal observations.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

As per the 2014-2015 Quality Review, our school has systems and routines that foster a culture towards high expectations for all stakeholders resulting in strong partnerships with families to support and ensure student success. The school partners with parents and provides ongoing communication through the website, newsletters, progress reports and workshops. Newsletters are translated in five languages making it accessible for all members of the diverse community. Parents partner with the school and Parent Teacher Association by volunteering in many areas to provide support for activities and initiatives in school.

As part of the Chancellor’s initiative this school year, we participated in two Parent Conferences- one in the Fall and a second one in the Spring. Attendance at the Fall conference for both the afternoon and evening was 665 parents and for the Spring evening conference 293 parents. Our goal is to have an increase in attendance at each of the Parent conferences during the 2015-2016 school year.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, all staff will use various methods of parent engagement via parent newsletters, class websites, Parent Teacher Association meetings, school website and parent workshops to improve strong family ties that will result in a 3% increase in attendance at both the Fall and Spring Parent Conferences as measured by attendance sheets gathered from each teacher from both conferences.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> • Class Websites • School Websites • Parent Newsletters • Cluster websites • Clarion Connection- monthly school newsletter • PTA Meetings • Parent Engagement Activities on Tuesday afternoons. 	<p>All Teachers. Parent Coordinator, PTA</p>	<p>September 2015 through June 2016</p>	<p>Administration, All Teachers</p>
<ul style="list-style-type: none"> • Translated Letters to Families • Translated services available to families for parent workshops held at the school. <ul style="list-style-type: none"> • Publishing parties in which parents are invited to share student work at the culmination of a literacy unit. • Family Fun Nights hosted by the school • PTA meetings highlighting student of the month • Mommy and Me workshops- parents come up to do a craft activity during the holiday season • Family Art Night- artwork is displayed across the school for parents to view and for children to share 	<p>Parents and guardians of ELLs Parents and guardians</p>	<p>September 2015 through June 2016 September 2015 through June 2016</p>	<p>Administration, All Teachers, Parent Coordinator Administration, All Teachers, Parent Coordinator</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Administration, Teachers, Parent Coordinator, Translation Services, Parent Teacher Conferences, School Messenger											
Book of the Month, Marquis Studio, Music Program, Ballroom Dance											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A		Title III, Part A	X	Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February of 2016, there will be a 2% increase in the number of parents that have attended the Fall Parent Conferences.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	State Test Scores, DRA Levels, Writing Samples	Orton Gillingham, Guided Reading, Close Reading with sample Common Core questions	Small group, one-to-one	During the school day, after school
Mathematics	State Test Scores, PARC Benchmarks, Beginning and End of Year Benchmarks	Math in Focus Reteach or Previous Year Curriculum, Sample Common Core questions	Small group	During the school day, after school
Science	Teacher Recommendation based on unit assessments	Sample Science questions	Small group	After school
Social Studies	DRA Levels, Non-Fiction Writing Samples	Guided reading incorporating literacy within the content areas	Small group	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teacher recommendation	Conversations with students, family involvement, counseling	One-to-one, small group	During the school day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Use of IIM, Questioning Techniques, Ortho Gillingham, Rubrics and Grading policies, Close Reading

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Professional Development, Math/Literacy Coach, Mentoring, Intervisitation, Instructional Leads, MOSL, Technology Workshops, Inquiry Teams, Collaborative Professional Learning Team

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
Parent Teacher conferences, Parent Involvement Activities and Workshops, Open House, Aligned curriculum, Early Intervention

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Inquiry Team, Professional Collaborative Learning Team, MOSL

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, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	838,260.00	X	12,15,17,21,23
Title II, Part A	Federal	118,045.00	X	12,15,17,21,23
Title III, Part A	Federal	38,576.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	5,918,217.00	X	12,15,17,21,23

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 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

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

Parent Involvement Policy (PIP)

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 the school. **[P.S. 205]**, 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 the school and the families. The 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 the school community. **[P.S. 205]** 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 the school community;

The 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. The

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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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, School Quality 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;

The 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;
- 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 (SPC)

P.S. 205, 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 on assessments.

I. School Responsibilities:

Provide high quality curriculum and instruction consistent with Common Core 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 with 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 to 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.

P.S.205

The Clarion School

September 2015

School-Parent Compact:

P.S.205, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2015-2016.

School Responsibilities

P.S.205 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's Common Core Learning Standards as follows:
 - We will provide high quality curriculum and instruction to all students using small group, large group, and individualized instruction in order to enable all students to meet the State's Common Core Learning Standards.
2. Hold parent-teacher conferences (at least twice annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held both in the daytime and evening to enable the greatest possible parent participation.
3. Provide parents with frequent additional reports on their children's progress. Specifically, the school will provide three formal reports (report cards). Frequent reports to parents on their child's progress will be made available through informal teacher assessment.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents during daily preparation periods, as well as designated parent teacher conferences and parent curriculum conferences days. Teachers are available by phone or by individualized appointments.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities during Parent Open School Week, monthly assemblies and writing celebrations.

6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (P.S.205 being a SWP school services all students with Title I funds), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Annually provide to parents during September curriculum conferences information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the Common Core assessments in at least Math, and English Language Arts.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the T

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Participating in my child's classroom activities as needed.
- Participating, as appropriate, in decisions relating to my child's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Beth Grater, Principal

Date _____

P.S. 205

The Clarion School

P.S. 205 Parent Involvement School Plan

P.S.205 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
 - The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
 - The school will incorporate this parental involvement policy into its school improvement plan.
 - In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
 - The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
 - The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:
 - that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;
 - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - the school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.
1. P.S.205 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:

Action: The School Leadership Team will act as a consultative body for development of the school parental involvement plan.

2. P.S.205 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

Action: The School Leadership Team will act as a consultative body to involve parents in the process of school review and improvement.

3. P.S.205 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

Action: We will report to parents on their children’s progress regularly, allow parents to have access to school personnel for conferences and allow for open access to the school to observe program activities. In addition, we will increase the number of parent workshops to offer support to parents in working with their children at home, include instructional information at PTA meetings to increase parent participation, and provide translators to facilitate communication.

4. P.S.205 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs:

Action: Upon selection of students who will receive academic interventions, parents will be given the opportunity to observe a lesson between their child and teacher. This opportunity will allow parents to view firsthand the kind of instruction their child will receive. They will be provided with instructional strategies that they can use at home with their child.

5. P.S.205 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. (List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play)

Action: A survey will be conducted to collect data from parents with regard to participation by parents in parental involvement activities offered throughout the school year. In addition, an evaluation of the effectiveness of our parental involvement policy will be included.

6. P.S.205 will build the schools’ and parent’s capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:

The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –

1. the State’s academic content standards
 2. the State’s student academic achievement standards
 3. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child’s progress, and how to work with educators:
 4. Pamphlet (in English and translated versions) that provide instructional information
- Resource Information (in English and translated versions)
 - Annual workshops on state assessments will be provided. Curriculum Conferences will also inform parents of grade wide standards and curriculum components.
1. The school will provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

Action: Parents will receive bi-monthly newsletters outlining the units of study. Parent workshops are also provided to facilitate with daily homework. These methods will help parents in supporting their child's academic success. Parent Workshops are offered twice a month in all areas of education based on parent surveys.

2. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

Action: Our Parent Coordinator will meet regularly with staff members to communicate common parental concerns and provide strategies for effective and increased parental outreach efforts.

3. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities. with Head Start, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, that encourage and support parents in more fully participating in the education of their children, by:

Action: A parent lending library will be established for literacy and mathematics. This will allow parents to borrow books related to their child's curriculum.

4. The school will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

Action: All school communications to parents will be sent in English and translated versions and translators will be provided at all P.T.A. meetings.

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

School Goals for Parental Involvement

- We will meet regularly with parents to explain school programs and activities. Meeting times will be varied to support parent attendance
- We will report to parents on their children's progress regularly
- Parents will have access to school personnel for conferences
- We will send monthly school newsletters and bi-monthly grade newsletters with translations.
- Parents will have open access to the school to observe program activities
- We will increase distribution of instructional resources for parents which may include handbooks, homework helper ideas, resource information, etc.
- Parents will maintain an active role on the school leadership team
- We will increase the number of parent workshops offered to parents to provide support for parents in working with their children at home
- We will provide translators when needed
- We will increase the use of translated correspondence to parents
- We will continue offering parent ESL classes using Rosetta Stone
- We will offer school and class websites

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by attendance at school leadership. This policy was adopted by the Clarion School

September 2015 and will be in effect for the school year of 2015-2016. The school will distribute this policy to all parents of participating Title I, Part A children on or before January, 2016.

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: <u>P.S. 205 Clarion</u>	DBN: <u>20K205</u>
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: <u>300</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>15</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>13</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: P.S. 205, situated in the Bensonhurst section of Brooklyn, is a medium sized, accessible, urban school with a diverse population of 1155 students in Pre-Kindergarten through Grade 5. The total number of classes in the school is fifty one, twelve of which are self contained special education classes. Both monolingual English and bilingual classes serve our student population in special education. Our general education students are serviced through monolingual classes.

According to the latest available ethnic data, 25.45% of the students are White, approximately 1% are Black, 20.87% are Hispanic or Latino and others, and 52.9% are Asian. Approximately, 16% of the students have Individualized Educational Plans (IEP's) and receive instruction in self contained classes and related services, such as speech and language, counseling, occupational therapy, physical therapy and adaptive physical education. Additionally, 28% of the students are English Language Learners (ELL's) with Chinese as the dominant language among the vast majority. P.S. 205 is a Title I school.

P.S. 205 will provide an after school ELL Academy for Grades 1-5 Beginner, Intermediate and Advanced ELL students. The program will take place for 26 sessions from November through February, two days per week for one hour long sessions from 2014 through 2016. All of the Title III teachers will participate in professional development on a rotating basis monthly with a consultant. Two licensed ESL teachers as well as twelve classroom teachers and one gym teacher will work during those 26 sessions servicing a total of twelve classes comprised of ELL students grouped by level of English language proficiency as well as reading level. The two licensed ESL teachers will serve as consultants for the twelve classroom teachers by turnkeying strategies used in the Award Reading Program on a rotating basis in the twelve classrooms as well as by providing professional development to the classroom teachers and to assist them with lesson planning. Additionally students will participate in gym on a rotating basis thus allowing for planning time for the classroom and ESL teachers. The gym teacher will use books on the various sports and the ELLs will write book report on the various famous sports players and the ELLs will also develop language that is used in sports. The program will take place on Wednesdays and Thursdays from 2:30 p.m. – 3:30 p.m. Instruction will be in English. The programs will address the areas of listening, speaking, reading and writing in English Language Arts with a focus of fiction reading as well as nonfiction reading in the Content Areas. Vocabulary instruction in the content areas will be incorporated. This Title III program will supplement the regular mandated ESL instruction that the children receive. Based on an analysis of the data from The NYSESLAT and NYS ELA the ELL population is not making adequate progress in the area of writing based on the CCLS as well as content based questions. In order to address the diverse needs of our ELL's, P.S. 205 will incorporate the use of Award Reading Interactive Reading Program. Award Reading supports English Language Learners through the use of the interactive program by building background knowledge, emphasizing vocabulary, modeling, use of hands on materials and visuals (multisensory) as well as explicit instruction that is sequential. Award Reading is aligned to the CCLS and uses high interest informational content connected to Social Studies and Science as well as realia, visuals, sentence frames, animation and listening in order to support scaffolding of language and content knowledge. Writing skills are developed and strengthened through creative and increasingly challenging written responses. Additionally, the program will offer the students leveled books to meet their individual reading and language needs. P.S. 205 will purchase additional leveled books to be used during the after school Title III ELL Academy.

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: One of the Non-negotiable Bottom Lines of P.S. 205 is to continue to differentiate the curriculum in order to support struggling students and ELLs through small group instruction. P.S. 205 chose to incorporate the Award Interactive Reading Program during the ELL afterschool program to accomplish this. The first step will be that the teachers working the Title III program will be trained by a consultant from Award Interactive Reading Program. The consultant will train the staff in the use of Award Program and how to address the language needs of ELLs through the use of their interactive materials. The professional development will support the Title III teachers in the use of the Award Interactive Reading Program by modeling for teachers how to incorporate the use of realia, visuals, sentence frames, animation and listening in order to scaffold language content knowledge. A focus will also be placed on discussion and questioning techniques before, during and after reading. Additionally P.S. 205 will provide professional development to both Title III teachers as well as teachers who service Title III students through an independent provider with a focus on comprehension and 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: P.S. 205 is committed to providing ongoing parental involvement. Using the Title I 1% parental involvement funds, P.S. 205 provides at least two parent workshops per month during the school day for our parents of ELL's. Additionally, P.S. 205 provides English classes for our parents of ELL's using the Rosetta Stone program. In order to supplement the parental workshops and classes taking place already, P.S. 205 will offer parents of ELL's one parent support workshop after school which will be given by the ESL teachers. Parents will be notified via letters to the parents in the languages they speak as well as through the school website, grade level websites and the schoowide Clarion newsletter. Topics addressed at these workshops will include how to utilize the Award Interactive Reading materials as resources for parents of ELL's as well as maintaining native language in the home setting. Books will be purchased in Native Languages to be distributed to parents so this can be accomplished. Additionally parents are welcome to visit classrooms during the Award Reading instructional program to gain insight on how the program is implemented and how to support their children at home.

Part E: Budget

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

Allocation Amount: \$ _____

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

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 20	Borough Brooklyn	School Number 205
School Name The Clarion School		

B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal Beth Grater	Assistant Principal Feiga Mandel
Coach Genevieve Collura	Coach
ENL (English as a New Language)/Bilingual Teacher	School Counselor Marinella Amato
Teacher/Subject Area Sofia Asaro/ENL	Parent
Teacher/Subject Area Tatyana Vidokle/ENL	Parent Coordinator Joyce Fisher
Related-Service Provider	Borough Field Support Center Staff Member Christine Etiennee
Superintendent Karina Costantino	Other (Name and Title) type here

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	5	Number of certified bilingual teachers not currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	2	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]		Number of teachers who hold both a bilingual extension and TESOL certification	
Number of certified ENL teachers not currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	0	Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (excluding pre-K)	1190	Total number of ELLs	373	ELLs as share of total student population (%)	0.00%
--	-------------	----------------------	------------	---	--------------

Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5
	<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education	0	3	3	6	0	6								0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	373	Newcomers (ELLs receiving service 0-3 years)	335	ELL Students with Disabilities	48
SIFE	1	Developing ELLs (ELLs receiving service 4-6 years)	38	Long-Term (ELLs receiving service 7 or more 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.

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE			12			6				0
DL	0		0	0						0
ENL	335	0	36	38		12	0		0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 5

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	3	3	6	0	6								0
SELECT ONE _____														0
SELECT ONE _____														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL			
	ELL	EP	ELL	EP																		
SELECT ONE _____																				0	0	
SELECT ONE _____																					0	0
SELECT ONE _____																					0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
--	---

Freestanding English as a New Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	11	25	12	11	10	9								0
Chinese	65	45	21	32	12	18								0
Russian	2	2	2	1	0									0
Bengali	0	0	1	0	0									0
Urdu	2	1	3	2	5									0
Arabic	2	3	4	5	3	3								0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish		2												0
Albanian	1	0	0	0	0	2								0
Other	2	4	3	3	3									0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	11	6	12	6	11	16								0
Emerging (Low Intermediate)	9	7	3	10	2	2								0
Transitioning (High Intermediate)	8	8	2	7	7	2								0
Expanding (Advanced)	54	30	34	11	13	1								0
Commanding (Proficient)	18	13	11	7	5	6								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				5	1	0								0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	19	20	32	15	11	1								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	22	5	5	1	0
4	14	10	1	1	0
5	15	4	0	0	0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	17		13		4		3		0
4	8	3	5	2	4	4	2	3	0
5	0		6		4		8		0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4		1	9		19			2	0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.

Currently P.S. 205 utilizes the DRA as the tool of assessing early literacy skills. This assessment is administered to every student in school. The assessment is an efficient method of assessing the ELL performance in the areas of fluency, accuracy and comprehension. In addition once the assessments are conducted, the students are grouped based on reading levels as well as their language needs. The information is shared between the ENL and classroom teachers so both teachers can plan together and utilize the information to differentiate instruction for the ELLs in his/her class. In addition to DRA scores, the ENL teacher will carefully examine the NYSITELL and NYSESLAT scores when planning instruction. Data patterns reveal Entering and Emerging students are scoring below or approaching level benchmarks, they are showing steady growth.

- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

A review of the NYSESLAT scores for the school year 2014-2015 resulted the following findings:

In Kindergarten, 100- ELLS took the test 18 (18%) of these ELLS achieved Proficient level. A great majority 54 (54%) gained the expanding level, 8 (8%) scored at the transiting level , 9 (9%) scored at the emerging level and only 11 (11%) at entering level.

In first grade, 64 ELLS took the test 13(20.3%) of these ELLS achieved Proficient level. A great majority 30(46.8%) obtained the expanding level. 8 (12.5)% scored at the transiting level, (10.9375%) scored at the emerging level, (9.375%) scored at the emerging level.

In second grade-,62 ELLS took the test, 11 (18.%) of these ELLS achieved Proficient level, A majority 34(55%) gained the expanding level, 2(3%) score transitional level, 3(5%) scored at the emerging level and 12(19%) entering level.

In third grade- 41 ELLS took the test 6(15)% of these ELLS achieved Proficient level , 10(24%)at expanding level, 7(17%) at transitioning level , 11(27%)emerging and 7(17%) entering level.

In fourth grade 38- ELLS took the test 11 (29)% of these ELLS achieved Proficient level ,2 (5%) scored at expanding level 7(18%) transiting level, 13 (34%) scored emerging, and 5(13%) scored entering.

In fifth grade ,28- ELLS took the test of these ELLS achieved 6(21%) achieved expanding level, 2(7%) gained transitional level, 2(7%) at emerging and 16(57%) entering level.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The results of the spring 2015 NYSESLAT revealed that our ELLs students are advancing to the next proficiency level. However some of the the students are showing less stride in listening andwriting modalities . The new listening section also poses a challenge for students at all levels. Based on this information, we are modifying our curriculum to include more listening and speaking practice. Aligning the ENL instruction with the common curriculum incorportaing non-fiction reading, and using textual evidenceto support ideas in writing. ENL teachers and classroom teachers plan together and modify lessons to differentiate instruction.

4. For each program, answer the following:

- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

4th Grade NYS Math Exam

Thirty one (31) ELLs took the NYS 4th grade Math test in Spring , 2015. Nineteen (19) students took the test in English and twelve (12) took the test in their native language. The results for the 4th Grade New York State Math Exam is as follows:

ELLs' Performance in 4 th Grade NYS Math Exam in English	ELLs' performance in 4 th grade NYS Math Exam in Native Language
Level 1 8 (26 %)	Level 1 3 (10%)
Level 2 5 (16%)	Level 2 2 (6%)
Level 3 4 (13%)	Level 3 4 (13%)
Level 4 2 (6 %)	Level 4 3 (10%)

The data above shows that students taking the 4th grade NYS Math exam in their native language did as well as students who took the exam in English.

Based on the NYSESLAT modalities, findings reveal that writing still remains the weakest modality for our ELL population. When looking at the shift to academic language with the common core learning standards, patterns would indicate that our Ells need support in content area.

Adminstration recognizes the need to support our ELL population in content and to provide instruction

Currently PS. 205 uses asseements to evaluate the growth of our ELLs. We are using ongoing asseements such as teacher observations and evaluations such as running records, language development checklists, unit assements in the content areas, and in writing, rubrics, the NYS performance Assesments, NYS standaradized exams, as well as our DRA . Evidance and data collected through this wide range of resources are carefully reviewed and analyzed and are used to plan and drive instruction to meet the changing needs of our individual ELLs. All teachers of ELLs, analyze this data during inquiry meetings on their grade level and cross grades and discuss how to best meet the needs of their students. Students are assigned a target group and/or intervention strategies based on their performances on these assessments. Home Language resources for each program are available. All teachers of ELLS incorporate bingual dictionaries, glossaires, translated materials, buddy system and technological resources in the students home lanaguge.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide](#), [Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

The school utilizes DRA assessments along with NYSESLAT, NYSITELL test score analysis in the four modalities, language development checklists and content area tests to identify students in need of RTI. In addition the universal screening with the Home Language Identification Survey with a student interview is also closely examined. Based on the data of the student, if an ELL is not meeting benchmarks, the student is flagged at-risk and support is provided via RTI framework. The student receives Academic Intervention Services and at risk SETTS . The students needs are correlated with the RTI tiers. Progress is monitored, evaluated, and shared by all service providers at monthly RTI meetings.

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

P.S. 205 considers ELLs second language development in instructional planning by developing appropriate language developmental expectations with scaffolding for students at different levels of language and literacy levels . Teachers use grade appropriate text and develop strategies to provide multiple points of entry for their students. The co team teaching using ENL methodologies and

techniques. During mini lessons the classroom teacher and ENL teacher co-teach incorporating language objectives, providing scaffolds, front loading vocabulary, realia, visuals and language stems. As well as incorporating during reading workshops Modified Guided Reading. Students are grouped by DRA levels . Each lesson is considering the language development by incorporating visuals, targeting vocabulary, word work, and grammar. Furthermore, ELL students are heterogeneously grouped with English proficient students in their respective classes, which provide them an opportunity to interact with peers who are native speakers. Ongoing assessments in the four modalities, listening speaking reading and writing will be used to ensure the students new language development .

The Transitional Bilingual Education program are making sure that the student's new language development is considered in instrutional decisions by incorporating language objectives, based on the ongoing assessment and rubric and checklists used from their curriculum maps. Teachers incorporate scaffolding using students home language as well as other.

7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

Based on the NYSESLAT scores and trends across the years and the number of students who have reached proficiency on the NYSESLAT as well the data from the monitoring for results(DRA) and the number of ELLS making progress towards grade level standards. Based on the data our ELLs have made AYP on the NYSESLAT.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [*ELL Policy and Reference Guide, ELL Identification*](#) section.

PS 205 makes every effort to place the students in into a program with 10 days using the following these four steps

Step one: Administer the Home Language.

At PS 205 during registration parents /guardians are required to complete a Home language Information Survey (HLIS). The Home Language Identification Survey is available and provided in the language the parent/guardian prefers. During the enrollment period, our school secretary contacts one of our 5 fully certified ENL teachers , Ms Vidokle, Ms Fradkin are both fluent in Russian, Ms Asaro who is fluent in Spanish, Ms Sablich who is our Italian speaking ENL teacher and Ms Kurun who is fluent in Turkish, to meet with the parent/guardian to conduct an oral interview. This interview is conducted to make certain that the parent understands the questions that are presented on the HLIS, to accurately determine the child's language(s) spoken at home, and if the child has any other formal education prior to registering our school. When necessary, we ask staff members who speak other languages to assist parents with the oral interviews. The Translation and Interpretation Unit is utilized when we cannot provide the needed language to assist parents. Looking at the HLIS a student is considered to have a home language other than English when one question on the HLIS part 1; is a language other than English two questions on the HLIS part 2 is a language other than English. We Interview with the parent and student in home language and English. Hence, the home language is determined based on the combination of the interviews and responses to the questions on the HLIS.

Step 2: Determination of NYSITELL Eligibility:

The ENL teacher must than interview the student in English and in the home language and use the oral interview questionnaire. This questionnaire is used as a screener to determine the child's dominate language. At this time if the student is entering with some formal schooling we review the students prior work in reading, writing, mathematics in both English and the home lanaguge to determine if the student needs to be tested and if the student may be SIFE. If the student is ineligible to take the NYSITELL ,the identification process is over and the teacher enters an otele code on the survey, signs the survey and notifies the pupil secretary. If the student is eligible then the ENL teacher enters in the Otele code, signs the survey and the pupil secretary, Ms. Winikor inputs that Home lanaguge code into ATS. When a student's HLIS indicates there is interruption or inconsistency in schooling then we conduct an oral interview questionnaire. Then for students who have a home language of Arabic, Bengali, Chinese, Haitian Creole or Spanish we administer the Literacy Evaluation for Newcomer SIFE (LENS)

Step 3: Adminstration of the NYSITELL

Once the home language is inputted into the ATS, then using RLBA function on the ATS the Pupil secretary prints out the NYSITELL answer document. Then, the NYSITELL is administered by a licensed ENL teacher. After the NYSITELL is administered then the answer document is scanned into the ATS system by the attendance scanner that same day. The answer documents are stored in the ENL Dept. Then a RLAT is printed to determine the students NYITELL score. Within 5 school days of ELL determination, parents are informed of the students NYITELL test results and ELL status. An Entitlement letter is sent home to parents which indicates that their child is an ELL and proficiency level obtained. Whereas if the student passed the NYSITELL, then the student is not an ELL and will not receive ENL services. and non entitlement letter would be sent.

Lastly, Step 4:

All new entrants whose HLIS indicated the home language is Spanish then the Spanish LAB must be administered within 10 days of enrollment. This exam is administered by our ENL teacher Ms. Asaro to all newly identified ENL students from the NYSITELL test results. The Spanish Lab is printed by using RSLA in ATS. Our pupil Secretary Ms. Winiker prints the answer documents. The answer documents are scanned by the end of the day.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

The protocol at P.S. 205 to identify SIFE students within 30 days begins when they complete the Home Language Identification Survey. Once the parents have completed the Home Language Identification Survey, both the parents and the students are interviewed to determine if they are eligible for NYSITELL testing. After the interview, if there is evidence of interrupted schooling and the child scored at an entering or emerging level, we proceed to administer the SIFE oral interview questionnaire. This questionnaire is composed of asking personal and language information and four benchmarks which include, 1: Family and Home Background Benchmark 2: Education History Benchmark 3: Language and Literacy Practices and Benchmark 4: Other Questions. This interview questionnaire gives the educators data to help support the students academics through interests. If a student has a home language of Arabic, Bengali, Creole, Haitian, Chinese, or Spanish we administer the Literacy Evaluation Newcomer SIFE (LENS). The teacher registers the child online to have them complete this evaluation. After this evaluation, we continue to monitor the student's progress and provide AIS services if a need is determined. All data on the assessments are used to drive language instruction. Initial SIFE status is indicated in BNDC. As per CR 154 schools have up to one year to make a final determination. Initial SIFE Identification within the 30 days may be modified for up to one year. With all the assessments and AIS services with explicit language instruction the sife status is removed once the student achieves intermediate or higher on the NYSESLAT.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide](#), [ELL Identification](#) section).

When a parent of a new student with an IEP comes to register and their home language is one other than English, the Language Proficiency Team is called by the ENL teacher to meet with the parent that same day. The meetings are conducted in an available office. The LPT determines whether the student may have second language acquisition needs or whether the student's disability is a determining factor affecting the student's ability to demonstrate proficiency in English. Our LPT consists of Ms. Forde the Assistant Principal of our Special Education Program, Ms. Kurun an ENL teacher, Ms. Katz our Bilingual school psychologist, and the student's parent or guardian. A qualified translator is secured if needed. The LPT looks over each student's IEP and gathers data by conducting an interview with the child in English and in their home language. Information provided by the CSE is sought. When the team including the parent determines that the student may have English language acquisition needs then the student must take the NYSITELL. If the student does not have language acquisition needs and should not take the NYITELL, the recommendation is sent to the Principal, Ms. Grater to review. Ms. Grater can reject the recommendation of the LPT to not administer the NYSITELL, the decision is overturned and now the student must be tested. Once Ms. Grater was to accept the LPT recommendation not to administer the NYSITELL, then the recommendation is sent to the Superintendent Ms. Costantino. The parent will be notified within 3 days in their preferred language of this decision. The Superintendent makes the final decision. They have 10 days to accept or reject the LPT's recommendation. As per CR 154, PS 205 then has 5 school days to administer the NYSITELL and to notify the parent and entitlement letters, parent survey and placement letters.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Many steps are taken to ensure the entitlement letters and non-entitlement letters are distributed within five school days after the NYSITELL is scanned and a score is determined. First, we make sure the entitlement and non-entitlement letters are photo copied and are ready in different languages. Each form is distributed in the parent's preferred language as well as in English. Before the school year began Parent orientations were scheduled throughout the first two weeks. Then, once a newly admitted ELL has been administered the NYSITELL, using the RLAT, an entitlement form with the child's full name, address number and proficiency level was written on the form as well as the date of the parent orientation meeting the parent is invited to. Non-entitlement letters are distributed to parents whose children are not entitled to ENL services. Everyday we generate an RLAT to determine the batch of letters that need to be distributed. Each ENL teacher is responsible to assure all letters for the grade and class are distributed. Copies are maintained for our records.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Parents have been notified in writing in the entitlement letter that there is a re-identification process. This letter is provided in the parent's preferred language as well as in English. When a parent decides to appeal, they are informed to write a letter to the principal. The principal then has the school ENL teachers and the Bilingual school psychologist conduct assessments and reviews the student's ability in the four modalities (Listening, Speaking, Reading, and Writing). If the student is a special needs child, the CSE is consulted. Based on the findings, the principal will determine whether to change the ELL status or not. To ensure that the child is progressing and this decision is not adversely affecting his progress, the principal will review the re-identification process decision between 6-12 months. The final decision notification will be sent within 10 school calendar days to the parents as per CR Part 154.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

The newly enrolled parents of ELLs are informed of the three program choices that are available in many languages. Brouchures are distributed that explain the three program choices in the parents preferred language. All letters and brouchures are distributed in the parent's preferred language as well as in English. Attendance records are kept. These orientations take place within the first 10 days school. Parents are sent home Entitlement letters informing parents to attend in their preferred language. Prior to the meetings a report is run to determine the language needs of the participants of the meetings to secured translators by the ENL Department and parent coordinator Ms Fisher. The Parent Orientation video is shown in English first then in the other languages as needed. Although the video explain all three programs, the ENL teachers go further into depth about each of the programs so the parents can make an informed choice on the program selection form. After the parents view the video, there is a Question and Answer session. ENL teachers provide the parents with a Parent Survey & Program selection form in the parents preferred language. Parents are asked to complete the form within 5 school days. They are made aware that if they do not select a program choice it will be by default Transitional Bilingual Education. Since we do not offer this program except in Yiddish, students are placed in an Freestanding ENL. To ensure that all newly enrolled students and parents are informed of the three program choices throughout the school year, the ENL teacher provides the parent with the documents and they have a one to one meeting and view the video in the coordinators office. A translator is secured if need. This all takes place within the first day the students registered as long as the scanned test results are available. If a parent decides to choose to determine a program that is not in our school, we then immediately assist them with the transfer process. If a parent does not wish to transfer, we put them on a list and explain to them that when 15 students from two consecutive grades are on this list, a classroom can then be opened with this specified program.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

As soon as the parents have attended the parent orientation, it is requested that they return the forms within 5 school days. Most parents completed the parent survey and program selection that same day. If a parent survey and program selection is not returned, phone calls are made to set up personal appointments for them to come in and complete the form with a one to one meeting. Translators are provided if necessary. The ENL teachers also go out during dismissal in hopes to reach the parent or guardian. Every day until we get the paper back we send notices and reminders indicating notice #2 and notice #3. Every effort is made and all surveys are sent home in the parent's preferred language and in English. If we are still unable to make contact, we then send the form indicating that they are by default put in the bilingual education program. We then keep track by continuously updating a running record to ensure all students are in the appropriate programs the parents have selected. Also, parent choice is recorded in the ELPC screen within 20 days of the student's initial enrollment.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

As per CR Part 154, any family who doesn't fill out a program selection form defaults to a TBE program; this is factored into our running records as well. A running record of program choice is kept. If a TBE/DL program becomes available at our school the ENL teachers are prepared to contact parents who previously chose these programs so they can revisit their choices. We recognize how important this survey is and we make every effort to accommodate parents to ensure that they are informed of this process. The Parent Survey and program selection forms are stored in the schools compliance binder. The ENL teacher keeps a running record of all this information and whenever necessary phone interviews are conducted. Reminders are sent home and notices indicating attempts are noted. The original forms are placed in the students cumulative folder where as copies are placed in a compliance binder.

9. Describe how your school ensures that placement parent notification letters are distributed.

All placement letters are distributed within 10 days of enrollment in the parent's preferred language as well as the translated version, English. ENL teachers use the running record checklists of the parent survey and utilize this to write the placement parent notification letter for each class and grade. Then the ENL teachers photocopy the forms by class and grade. Afterwards each form is distributed. Also, any family who doesn't fill out a program selection form defaults to a TBE program. These forms are also written and photocopied for our records. Copies of the forms are made and maintained in a binder in the ENL coordinator's office.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
Once the HLIS are completed copies are made. The originals are placed in the students cumulative records folder. The copy is placed in a binder by class. As for the entitlement letter, are prepared, copied, and distributed by the ENL teachers to the students to bring home to their parents. These letters are sent in the parents preferred language with English translations to ensure that the students bring the letters home and their parents read them, parents signature is required on the letters. The HLIS, non entitlement letters and entitlement letters are then collected by the ENL teachers and are placed in a binder by class along with the students home language survey, which is maintained in the ENL coordinators office
11. 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.
The NYSESLAT is administered annually to all English language learners. As part of our preparation of the administration of the NYSESLAT, we request for an updated report of the RLER from our Pupil Secretary, Ms Winikor, which gives us a list a students currently enrolled in our school eligible to take the NYSESLAT. The NYSESLAT is administered according to the NYSESLAT manual for Administrators and Teachers. Testing procedure meeting are held for all staff members who will be protoctoring for the NYSESLAT. All school personnel involved in administration of any session of the NYSESLAT were provided with a copy of NYSESLAT manual for Administrators and Teachers to review prior to administration. During the state designated testing window, our schools select the dates and grades to be tested. We administer the subtest in the following sequence: Speaking with the ENL teachers , Day 1 Listening, Day 2, Reading, and Day 3 Writing. The Listening, Reading and Writing subtests are administered to groups of students across three days by fully certified ESL teachers and/or common branch teachers. CD players are provided by the school for administering the Listening subtest to students in grade 2 and above. ELLs with disabilities are provided with testing accommodations specified in their IEP . An all ELLs take the untimed test. All test booklets are placed in a secure locked testing closet, located in the main office. In order the strictly observe security procedures, each teacher involved and test coordinator will be required the test material security form, indicating the number of tests booklets picked up and the number of test booklets returned.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
The ENL Dept prepares the continued entitlement letters and transitional support letters by using the rlat report. These letters are prepared copied and distributed to the parent in English and in the parents preferred language , the students will bring them home
to their parents within 4 days. To ensure that the students bring the letters home and their parents have read the letter, parents signature is required on the letters. The letters are collected by the ENL teachers and are placed in a binder by class, which is maintained by the ENL coordinator.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

The current trend at PS 205 in terms of parent selection has been Freestanding ESL and Transitional Bilingual Program, Yiddish. Currently we have 102 newcomer ENL students of the 102; 95- have chosen Freestanding, -0 have selected Dual Language and--6 didn't respond resulting in a default to TBE. Also, 1 ENL of the 1 students have selected the Transitional Bilingual program and is currently placed in our TBE program. Therefore at this time PS 205 program offering is aligned with selection choice. Based on NYSITELL results and parent choice, placement letters are then sent home to the families and a running record is kept of this as well. Yes, at this time, our program model is aligned with current parent trend choice. PS 205 understands that with demographic changes there might come parental preference changes as well, so we will make every effort to accommodate these possible changes.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
 - a. Freestanding ENL program.

Part 154 requires each school to provide an ENL program based on a student's English language proficiency levels in listening, speaking, reading and writing. The grade span of English Language Learners (ELLs) receiving instruction together do not exceed two grade levels. Our English as a New Language (ENL) instruction should be provided in substantially equal daily allotments of time.

1 unit of study (or its equivalent) = 180 minutes per week. 2 units of study = 360 minutes per week.

As per CR Part 154, English as a New Language instruction is required to be Language instruction is required to be offered through two models

One is through Integrated ENL/ESL . At PS 205, our ENL teachers are scheduled to push into the heterogeneous classrooms. They required to co teach with classroom teacher. Both teachers plan instruction using ESL methodologies in content areas while students are expected to striving to achieve common core standards in content areas.

Designing and delivering instruction that is culturally and linguistically appropriate for all diverse learners, including those with Individualized Educational Programs (IEP). Providing integrated language and content instruction to support language development through language-focused scaffolds. Teachers collaborate use data and observations in language development and content to promote academic achievement in all content areas. Teachers use variety of materials and instructional resources that are linguistically and aligned to the Common Core Learning Standards (CCLS). The second model is Stand-Alone ENL/ESL . Students receive English language development instruction taught by a NYS certified ENL teacher in order to acquire the English language needed for success in core content areas. Freestanding English as a new language program provides instruction in English with home language support, emphasizing English language acquisition.
 - b. TBE program. *If applicable.*

PS 205 currently has two Transitional Bilingual Education Yiddish classes . The Transitional Bilingual Education classes are homogeneously grouped. According to CR Part 154, the language arts instructional component of Bilingual Education programs includes Native Language Arts (NLA) instruction, English as a second language (ESL) instruction, and English language arts (ELA) instruction as prescribed by the requirements based on the student's English proficiency level. The following content areas are taught in Yiddish, Social studies, science, and reading. The English as a second language (ESL) component of a Bilingual Education program includes instruction to develop skills in the four modalities; listening, speaking, reading, writing and communicating in English through the integration of academic content . The time requirements for ENL instruction within a bilingual education program are the same as for ENL instruction within a free-standing ENL program. The curriculum for the ESL component of a bilingual education program and are based on the Learning Standards.
 - c. DL program. *If applicable.*
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

All eligible ENL students identified by the Spring 2015 NYSESLAT, as well as the 2015 NYSITELL, are provided within our Free-Standing ESL program and Transitional Bilingual Education Yiddish Program. Each of our five certified ENL teachers works with several ENL groups based on the CR-Part 154 regulation that requires 360 minutes for our Entering and Emerging students with two units of study per week , 360 minutes, which compose of 1 unit of study of ENL stand alone model with 180 mins of instruction and one unit of the integrated model in ENL/ELA. Also, Transitioning and Expanding students receive one unit of study in ENL/ELA or in Content areas, for 180 minutes a week. In addition, former ELLs continue to receive integrated ENL or ELA or in content area such as science or social studies for 90 minutes a week for two years . All standalone periods are taught by licensed ENL teachers . Integrated ENL is when students receive core content area (i.e., English Language Arts, Math, Science, or Social Studies) and English language development instruction which includes home language supports and appropriate ELL scaffolds carried out by a combination of ENL and common branch certified teachers . In the integrated model the ENL teacher pushes in to ensure all students are receiving support through ESL Methodologies. Home language materials are provided as dictionaries, glossaries, flashcards . Our Curriculum Maps for Literacy are based on the CCLS. Within each lesson structures are in place to meet the needs of ELLs. Included are language stems, vocabulary words, scaffolded questions and the use of UDL.
3. Describe how core content is delivered in each program model. 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.

Classroom teachers, the AIS providers, content area teachers and ENL teachers use a variety of resources and materials to address the needs of our ELLs. In order to make language and content comprehensible, visuals, realia, manipulatives, pictures, Smart Boards, and document cameras are utilized in teaching all subject areas. All of this is used to help develop social and academic vocabulary. These are used for reinforcing the four language skills of listening, speaking, reading and writing. In addition, educational software and instructional technology such as Brain Pop, Brain Pop Jr, Big Universe and Pebble Go are used for core content. Native language literature and bilingual dictionaries are available to the students to enhance their language proficiency and academic performance. Language objectives and structures are incorporated in each lesson. Throughout the content areas, graphic organizers (such as KWL charts and Venn diagrams) and visuals are used. There is the additional use of bilingual dictionaries, books and as well as word-to-word glossaries offered in math, science and social studies. The ENL program incorporates several approaches and methods to make content comprehensible and to enrich language development. In the Natural Approach, teachers provide language input that learners can understand. Comprehension is facilitated by using visual aids, gestures, commands for physical actions (e.g. Total Physical Response), sentence expansions and open-ended sentences. Content area instruction will be presented using the Natural Approach technique. Therefore, conceptual learning will be combined with language learning. When appropriate, the Language Experience Approach, as well as Total Physical Response methodology during the ESL instructional program. Teachers utilize differentiated instructional approaches so that ELL students receive the support that they require. Our school has implemented the Math in Focus program, which is aligned to the Common Core State Standards. This program is designed to facilitate differentiated instruction and activities, including built-in vocabulary support in every unit. Each lesson includes suggestions for instructional strategies to support English Language Learners. This program is available through Think-Central, and offers many valuable resources to support our ELL families at home. The ESL staff is using Riger, which provides grade level and content-based thematic instruction focused on the specific needs of ELLs on various proficiency levels. In addition, the ESL teachers are following the ELL component modified guided reading focusing on reading strategies and grammar. Teaching strategies (including questioning, scaffolds in English and/or native language where appropriate, and routines) strategically provide multiple entry points and high quality supports and extensions into the curricula so that all learners, including ELLs and SWDs, are engaged in appropriately challenging tasks and demonstrate higher-order thinking skills in student work products. In Standalone ENL, are provided with small group/differentiated instruction in all grades. Teachers of entering and emerging ELLs regularly conference them instructionally and then use the data to determine their academic progress and needs.

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

ELLs take the State tests (besides for the ELA test) in their native languages if it is available. Teachers assess the Bilingual Yiddish students both formally and informally in Yiddish through observations and checklists as well as through the NYSAA activities. Throughout the year teacher made tests are given to students in their Native language or via a translated version or with help of a translator. Also, students are given native language reading materials when available. Instructional materials and books are standards-based and age appropriate

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

To ensure that ELL student progress in the English language acquisition is appropriately evaluated and monitored, teachers of ELLs maintain a student progress binder. This includes student's work samples, oral language development checklist, reading observations, content assessment results, as well as teacher's conference notes. Teachers use multiple data sources to examine and monitor student progress and instructional improvement in all four modalities. In addition, ELL's are evaluated in all 4 modalities of English acquisition through the DRA three times a year.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

PS. 205 addresses the needs of SIFE students by providing them the same differentiated instruction and after school programs that are offered to all ELLs. All instruction is Common Core Standards-aligned and differentiated through small group and individualized instruction. Project-based learning and cooperative learning with their peers are provided. SIFE students receive a minimum of 360 minutes of ENL/ELA instruction. In order to address the needs of ELLs in U.S. schools for less than three years, the newcomers at P.S. 205 are provided differentiated small group instructions in reading, phonic and writing with differentiated language goals for core learning. AIS services incorporate the use of Ortho Academy for ELLs Award Reading; a computer based program focusing on literacy and language development. Additionally, P.S. 205 uses Riger; a content based program to address the needs of these students. Special needs students who are identified as ELLs receive ENL services via the push-in model stand alone periods and co-teaching. The instructional plan for ELLs includes the use of the Push-in model, collaborative teaching, guided reading, small group instruction, Imagine Learning Program, and the Award Reading Program. These programs are used for both newcomers and ELLs receiving services for 4-6 years in different intensities depending on the child's level of English proficiency. Long-Term ELLs receive differentiated small group instruction and guided reading. They are also placed in the after school programs including test prep afterschool program. They are

also targeted for intervention services. In order to continue transitional support for ELLs reading proficiency on the NYSESLAT, these students are placed in the push-in model classrooms. A Former ELLs continue to receive their appropriate testing accommodations for two years and is provided with differentiated small group instruction to meet the common core learning standards They are invited to participate in our Test Prep Academy offered prior to taking state exams. Additionally, during the NYS ELA and math exams, former ELLs receive the recommended ELL accommodations for up to two years. Accommodations include extended time (i.e. time and a half of productive test-taking), separate location and/or small group administration.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

Students who are being reviewed need to be evaluated by the Bilingual school psychologist as well as the ENL teacher and conducts and reviews the results of a school based assessment of the students abilities in listening speaking reading and writing in English. Within the 6-12 months students will be closely monitored and supported with explicit differentiated instruction in small groups based on the students assessments in DRA running records , ongoing teacher observations, checklists and test scores.

8. 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?

Teachers of ELL_SWD use the grade reading and writing curriculum maps based on the common core learning standards and modify to their students. Teachers of ELL-SWDs utilize such instructional strategies as, explicated instruction, providing handouts and visual aids, graphic organizers word banks, and relia. Teachers of ELL-SWDs also allow time for clarification of directions and essential information. Scaffolds are put into place via the text being used, use of manipulatives and language stems and prompts to allow SWD access to the grade level content.

Students in our Aces Transitional Bilingual Education class incorporate their academic maps , social maps and plan together as a grade and have cross grade planning incorporating language progressions in home language instruction and content. Teachers support the ELL-SWDs using color coded content board Black for English and Red for Yiddish. Grade level materials curriculum maps are used to scaffold learning for our students. Indicators as well as life skills with an emphasis on expressive and receptive language are incorporated .

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

As per student IEP, ELL-SWD students receive academic and linguistic support, in the least restrictive environment. Paraprofessionals, ENL teachers, classroom teachers and cluster teachers work closely with these students to help with their specific educational needs and accommodations. Based on their progress assessment and individual needs, small group/one-on-one/differentiated instruction is provided to students in the classroom. Technology such as Smart Boards, computer-based literacy program with rich visual support such as Brainpop and Brain Pop jr, Pebble Go, Big Universe are implemented in the classrooms learning. Their interventions are monitored closely by the ENL teacher, classroom teacher the School Based Support Team (SBST), as well as the guidance counselors to ensure that each student is receiving the appropriate interventions. Also, flexible programming us used to maximize mainstreaming for content area.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

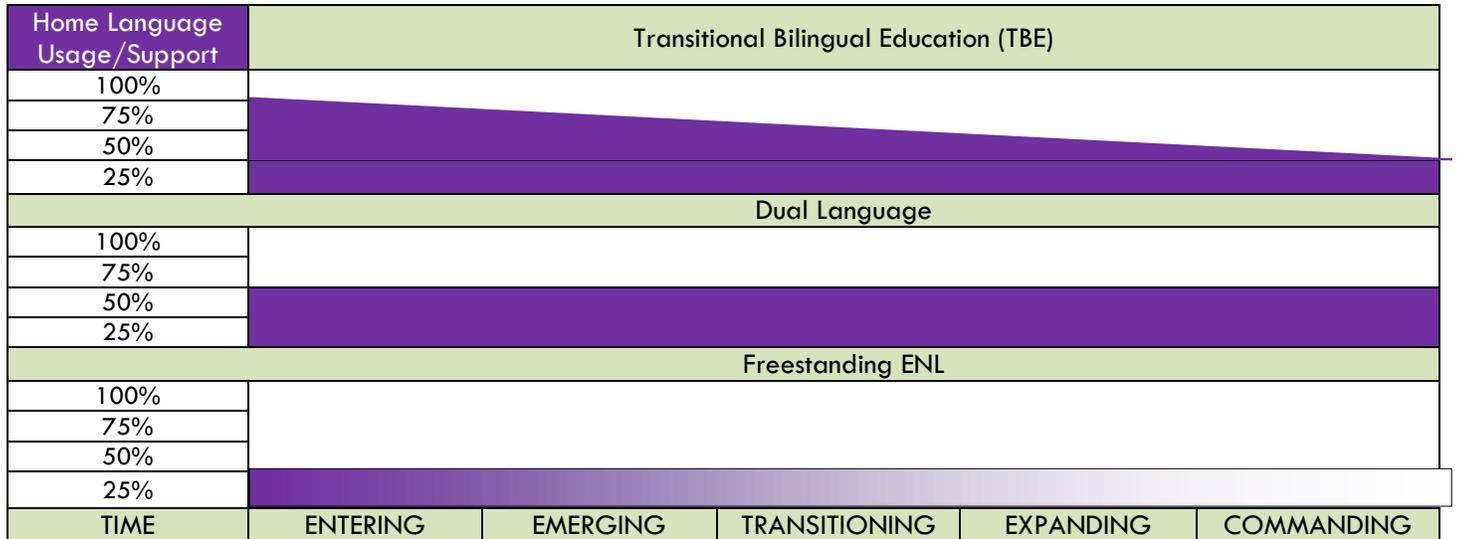


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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.
Our school is aware of our ELL students' varying needs in their linguistic development. Teachers provide ELLs with multiple entry points into the curriculum. Teachers incorporate audiovisual support, native language support (through buddy system and glossaries), and vocabulary building instruction. Our modified guided reading approach, writing, science, social studies and math programs provide differentiated instruction, strategies and entrypoints built into lessons, which provide opportunities for all language learners to succeed. Our ELLs receiving 0-3 ESL services in grades kindergarten through first take part that provides additional reinforcement of phonics, phonemic awareness and other early literacy skills. Our newcomer ELLs in grades 1 and 2 receive targeted small group instruction from the English Language Learner with AIS for reading Orton Gillingham program. Our newcomer ELLs in grades 3-5 who are required to take the NYS ELA may receive services in our AIS programs where they receive targeted small group instruction designed to strengthen their literacy, math and content area skills. They are also given the opportunity to participate in ELL Academy, where small group instruction focuses on reinforcing their English language skills, and content area skills. In addition, they are invited to participate in our Test Prep Academy, weeks prior to NYS ELA and Math exams; where students are taught and reinforced test strategies. This is provided to help succeed at taking the NYS tests.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Based on our assessments data such as DRA, NYSESLAT, running records, rubric in reading and writing and implementing success criteria are ELLs are making progress. Teachers are sharing data on each student and co plan during common prep the ELLs content and language needs. The use of the push in model, modified guided reading and frontloading vocabulary has proven to be effective tools for instructing ELLs.
12. What new programs or improvements will be considered for the upcoming school year?
With the New CR 154 mandates former ELLs two years of required 90 min instruction with testing accommodations, Currently Ps 205 will continue utilizing the programs that are in place.
13. What programs/services for ELLs will be discontinued and why?
All programs will remain as is since they have been and continue to be successful.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs are offered equal access to all school programs. ELLs are encouraged to participate and are invited to participate by receiving a letter inviting them to attend the programs in their home language and a translated English version with a parents' consent. These programs include Test Prep, Title III ELL-Academy and ballroom dancing. All ELLs are exposure to technology in the classroom through the use of SmartBoards, Ipads, and audio-listening centers.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
P.S. 205 utilizes a variety of instructional materials to address the various needs of its ELL population. Instructional materials, including technology, include Smartboards, Elmos, Award Reading, Rigor, Native Language Libraries, Leapfrog, English Picture Dictionaries and Rigbybooks. Word to word glossaries are used in math. The Bilingual Yiddish students instructed using variety of books, picture dictionaries, smart board lessons, leveled bilingual libraries, teacher made manipulatives, songs, charts both in their native language and English as well as apps on ipads Aleph Beis.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Home language support is given in our transitional Bilingual Education classes through instruction in both Yiddish and English. Some students have a paraprofessional who speaks their native language as an extra support. Home Language materials include books in their libraries, dictionaries, content area vocabulary boards in both languages are displayed and color coded in black for English and red for Yiddish Ipads with Apps in Yiddish are used such as Aleph Beis. In our ENL program, native language support is provided in the form of bilingual dictionaries, bilingual glossaries, buddy system are made available to the students in their home language. Bilingual copies of state tests are also provided if needed. In the event that the state does not have a version of the test in the students language the school makes every effort to provide a certified translator.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
For reading students are grouped and serviced by DRA level levels and students who are below grade level receive AIS support for struggling readers using Orton-Gillingham. Students language needs are taken into consideration as well. Students are taught the content areas by their current level using differentiated instruction taking into consideration their reading level and English proficiency.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
In order to assist newly enrolled ELLs before the beginning of the school year, the classroom teachers as well as the ENL teachers spend a few days on curriculum mapping and modifying instruction for ELLs through the use of appropriate language structures.

Newly enrolled ELLs are targeted for AIS services throughout the school day. Parent workshops are organized to meet the needs of the newly enrolled ELLs ie. homework tips, reading to your child at home in both English and Native Language. Parents of newly enrolled students are invited to parent workshops on how to assist their children with homework and Literacy based activities in English. As students enroll throughout the school year, ongoing support is given to the parents in developing English language skills via parent workshops. During the school day, students who are newly enrolled have access to Imagine Learning (a computer based program) to support their language development.

19. What language electives are offered to ELLs?

Not Applicable to our population.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Not Applicable

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

In order to provide all pedagogues on staff when possible with their 15 hours of ELL training, P.S. 205 offers professional development opportunities. The purpose of these opportunities is to enhance and support ELL instruction. Professional development is offered to all staff during Monday Professional Development, grade meetings and faculty meetings. Professional development is driven by the needs of the students and teachers. Workshops are on a continuum basis. A sign in sheet will be implemented this year for recording. Some of the workshops include the following: (calendar provided below) An agenda and sign in sheet is maintained in the main office.

 - a. Analyzing Data ELA, ELA, Math & ELL DATA - September 2, 2015
 - b. Analyzing Trends in Math Data for ELLs - September 28, 2015
 - c. Research Based Inquiry Team - Meeting the needs of our ELL students - October 5th, 2015
 - d. Explicit Instruction for Struggling ELLs - October 26, 2015
 - e. Data Protocol for all students and ELLs - November 2, 2015
 - f. Research Based Inquiry Team Cycle 1 Explicit Instruction ENL Modifications - November 9, 2015
 - g. G&T Inquiry Team: Cycle 1 Science Project Based Learning ENL Modifications - November 9, 2015
 - h. ACES Research Based Inquiry team: Cycle 1 Math ENL Modifications - November 9, 2015
 - i. Research Based Inquiry Team Cycle 1 Explicit Instruction ENL Modifications - November 16, 2015
 - j. G&T Inquiry Team: Cycle 1 Science Project Based Learning ENL Modifications - November 16, 2015
 - k. ACES Research Based Inquiry team: Cycle 1 Math ENL modifications - November 16, 2015
 - l. Research Based Inquiry Team Cycle 1 Explicit Instruction ENL Modifications - November 30, 2015
 - m. G&T Inquiry Team: Cycle 1 Science Project Based Learning ENL Modifications - November 30, 2015
 - n. ACES Research Based Inquiry team: Cycle 1 Math ENL modifications - November 30, 2015
 - o. Research Based Inquiry Team Cycle 1 Success Criteria ENL Modifications - December 7, 2015
 - p. G&T Inquiry Team: Cycle 1 Science Project Based Learning Social Studies Criteria ENL Modifications - December 7, 2015
 - q. ACES Research Based Inquiry team: Cycle 2 Success Criteria in reading ENL modifications - December 7, 2015
 - r. Research Based Inquiry Team Cycle 1 Success Criteria ENL Modifications - December 14, 2015
 - s. G&T Inquiry Team: Cycle 1 Science Project Based Learning Social Studies Criteria ENL Modifications - December 14, 2015
 - t. ACES Research Based Inquiry team: Cycle 2 Success Criteria in reading ENL modifications - December 14, 2015
 - u. Research Based Inquiry Team Cycle 1 Success Criteria ENL Modifications - December 21, 2015
 - v. G&T Inquiry Team: Cycle 1 Science Project Based Learning Social Studies Criteria ENL Modifications - December 21, 2015
 - w. ACES Research Based Inquiry team: Cycle 2 Success Criteria in reading ENL modifications - December 21, 2015
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

The ENL teachers attend their grade's professional development weekly, to get a clear understanding of the Common Core Learning Standards in each content area, so they can be incorporated in their teaching practices. In addition, teachers also attend cross-grade curriculum meetings to ensure the knowledge of where ELLs are headed so we can ensure best practices to meet the standards. Lastly, ENL and bilingual teachers attend district workshops that provide ELA strategies with 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?

Our parent Coordinator informs the parents of the choices / options. Ms. Fisher and Mr. Silverman invite parents to a meeting to describe the middle school choices. They inform the parents when there are open school orientations. Ms. Fisher Teachers are sent information about student visitations and orientations available for ELLs and all students to the respective middle schools. P.S. 205 incorporates the use of departmentalized classes in grades 2-5. Teachers on a grade will pair up, with one teacher teaching literacy while the other teaches content and mathematics. This approach allows for all students including ELLs to transition easily from elementary to middle school while being prepared for the structure of middle school.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

Teachers at P.S. 205 receive 15 hours of ELL training. The 15 hours of ELL training are given throughout the school year the Monday PD days on the Chancellor's Conference days for staff development. Classroom teachers are given professional development on the best practices for ELLs. Records of these professional development meetings are kept in the principal's office. The ENL Department joins for professional development along with our General education teachers, bilingual teachers because we are all teachers of ELLs, which focuses on the CCLS three times a year during curriculum mapping, monthly grade conferences and faculty conference as well as every 6 weeks during each grade cycle of professional development. During these meetings teachers share best

practices and lessons they have incorporated using the CCLS. Our curriculum maps which are generated by the classroom teacher and the literacy coach reflect all of the indicators within the CCLS and are used to guide our instruction on a day to day basis. During our meetings all members share texts and excerpts that can be utilized for instruction and how to scaffold these materials for ELLs. Our focus for ELLs continues on perfecting our instruction through the use of Modified Guided Reading for ELLs as well as modifying the language structures, including a language stem for the genre elements to make them accessible for ELLs. P.S. 205 incorporates the use of departmentalized classes in grades 2-5. Teachers on a grade will pair up, with one teacher teaching literacy while the other teaches content and mathematics. This approach allows for all students including ELLs to transition easily from elementary to middle school while being prepared for the structure of middle school. Teachers receive ongoing support in teaching their content area during professional development periods and cross grade meetings. Grade level professional development takes place on a 6 week cycle beginning with K-5 on a rotating basis. Speech teachers, occupational/physical therapists, psychologists, guidance counselors, and the parent coordinator collaborate with classroom teachers, bilingual teachers, ESL teachers, and assistant principals to learn best practices shared during professional development to address the language needs of ELLs. Records of these agendas and attendance sheets are kept in a PD binder.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?
In order to ensure that parents are actively involved in their child's education teachers schedule individual meeting with parents/guardians of all students including ELLs to discuss the students progress in the program, lanuage development, lanugage proficiency assesments and lanuage development needs in all content ares in English. Also, in Yiddish if they are attending our Transitional Bilinguagl program. These meeting are held during Tuesdays afterschool. Meetings are scheduled in advance by phone or by letter with the parent. The meetings are scheduled with parents to meet in person or held on the phone. Teachers are responsible to keep records of these meetings.
2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.
Teachers keep a record of the parent meetings. Our Pricipal has provided teachers with a log sheet. It has a column for the date students name and parents signature. Teachers have many converstaions with parents about their childs' academic needs. Teachers are required and encouraged to continue discuss all students progress in the program and laguage development by scheduling a meeting inperson, by phone. Many times the classroom teacher and the coteaching ENL teacher will meet with parent together. Records are submitted to the Principal at the end of the month.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
In order to ensure that parents are actively involved in their child's education. Parents are notified regularly about meetings and educational workshops via home letters, monthly calendars, telephone calls, community bulletin boards, signs and flyers. All written communication is provided in English and in the language parent prefers such as Spanish, Arabic, Russian and Chinese . Furthermore, a translation team has been established to help provide parents with the utmost support and assistance. There are interpreters available for workshops and meetings conducted at the school. Our parent coordinator, Ms. Fischer encourages parents to attend these meetings through fliers and reaching out to parents on a daily basis. Also, parents are offered English classes using Rosetta Stone. Parents are encouraged to participate in Columbus Day Parade, Friday Movie Night.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
PS 205 has established relationships with the local Community Based Organizations BCA Brooklyn Chinese Association to provide the services of an after-school program for students and their families, as well as EXCEL. When workshops are held at PS205, notifications and/or flyers are sent to our Community via letters for parent distribution. P.S. 205 collaborates with Marquis Studio in the delivery of parent workshops to our parents. Our parent coordinator Ms Fischer encourages parents to attend these meetings through fliers and reaching out to parents on a daily basis. Translators are provided at all workshops.
5. How do you evaluate the needs of the parents?
A Parent Questionnaire is utilized to discover the needs of parents of the students of PS 205. The questionnaire is given to parents in their preferred language. The questions ascertain the times and days of the week that are better for parents to attend meetings, the topics they would like to see covered in a parent workshop, their concerns for their children - academic, social, and emotional.
6. How do your parental involvement activities address the needs of the parents?
P.S. 205 is committed to developing a close partnership with parents. Parents are notified regularly about meetings and educational workshops via home letters, monthly calendars, telephone calls, community bulletin boards, signs and flyers. All written communication is provided in English, and translated in the covered languages of the community including, Spanish, Arabic, Chinese and Russian. Furthermore, our Parent Coordinator Ms Fisher, provides translator to help provide parents with the utmost support and assistance. Monthly parent workshops for both early childhood and upper grades give parents the opportunity to be involved in their child's education. Workshops are based on the needs and requests of parents via questionnaires by asking parents what they would most like to be informed on and surveys are given as well. Workshops incorporate topics such as getting students prepared for State assessments, knowing the CCL Standards, NYSESLAT preparation, and where a child should be by the end of the year. We also offer homework tips and give the parents the chance to become familiar with the curriculum and approaches to teaching that are being utilized in the classroom.

D. Additional Information

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

Paste response here:

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **20K205** School Name: **The Clarion**
Superintendent: **#INGEST ERROR!**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy**
- The LAC has attended an in-person or online training (www.learn DOE.org/tiu/lac) by the Translation and Interpretation Unit**
- The LAC is involved in the development of this Translation and Interpretation Plan**

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

Our assessment of written translation needs and our major findings are based on the analysis of data as described in our 2015-2016 Comprehensive Educational Plan (CEP). Our assessment of written and oral translation needs and our major finding are based on the analysis of data as described in the School Statistics Quality Guide. Data indicates that 26% of our student population consists of English Language Learners, with 20% Hispanic and 53% Asian. Chinese is the dominant language

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

PS 205 services special needs students in 2 Bilingual Yiddish classes. Parents' preferred languages include Albanian, Arabic, Cantonese, Hebrew, Mandarin, Russian, Spanish, and Yiddish

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Throughout the year there are documents disseminated to parents and require translation. Such documents include but are not limited to monthly newsletters, calendars, report cards, New York State testing dates, IEP meetings. Communication would include information about the school's academic program and student's participation, as well as information about a student's academic performance and approaches to increasing achievement. Other areas we would need to communicate to the parent are to enhance parents' understanding of data, academic standards assessments and tests, and to increase overall parent participation in school activities.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Formal face to face meetings our school will typically have with parents throughout the school year include parent teacher conferences, as per the DOE schedule. Curriculum nights, IEP conferences and calls by the administration, teachers, the guidance counselor, and the attendance aide.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

PS 205 has a richly diversified staff and student population. Several of our special education students have IEP mandated Alternate Placement Paraprofessionals who speak, read and write a variety of languages. Many of our teachers also have a second language, some of which include the languages of our students and parents.

Our plan is to employ some of these bilingual paraprofessionals at a per session rate, to translate important notices and correspondences that are sent home. We would also utilize the translation and interpretation services provided by the Department of Education, such as The Big Word.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Our goal is 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. We plan to provide oral interpretation services to parents whose home language is other than English. We propose to post positions for per session employment of paraprofessionals to provide interpretations to parents at various meetings as described earlier. We also propose to hire interpreters for our afternoon and evening Parent Teacher Conferences through The Big Word, which is a New York City Department of Education, (NYCDOE) approved vendor.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

This information as well as the Regulation of the Chancellor A-663 will be shared with staff to inform them on how to use translation services and the over the phone interpretation service

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

The guidelines described in the Chancellor's Regulations A663 are followed

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

The parent survey is completed by parents and used to gather feedback from parents on the quality and availability of services.