

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

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

**22K206**

**School Name:**

**P.S. 206 JOSEPH F LAMB**

**Principal:**

**ELLEN QUIGLEY**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Joseph F. Lamb School Number (DBN): 22K206  
Grades Served: Pre-K – 8th  
School Address: 2200 Gravesend Neck Road, Brooklyn, NY 11229  
Phone Number: 718 743 5598 Fax: 718 332 4986  
School Contact Person: Ellen Quigley Email Address: [equigle@schools.nyc.gov](mailto:equigle@schools.nyc.gov)  
Principal: Ellen Quigley  
UFT Chapter Leader: Elayne Lipkin  
Parents' Association President: Yelena Guz  
SLT Chairperson: Randy Nelson  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Svetlana Shylam  
Student Representative(s):  
\_\_\_\_\_  
\_\_\_\_\_

**District Information**

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

**Borough Field Support Center (BFSC)**

BFSC: South Director: Cheryl Watson Harris  
Director's Office Address: 415 89th Street Brooklyn, NY 11209  
Director's Email Address: [Cwatson21@schools.nyc.gov](mailto:Cwatson21@schools.nyc.gov)  
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) |
|-------------------|---|----------------------|
| Ellen Quigley     | *Principal or Designee  |                      |
| Elayne Lipkin     | *UFT Chapter Leader or Designee   |                      |
| Yelena Guz        | *PA/PTA President or Designated Co-President  |                      |
|                   | DC 37 Representative (staff), if applicable   |                      |
| Svetlana Shylam   | Title I Parent Representative (or Parent Advisory Council Chairperson)  |                      |
|                   | Student Representative<br><i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> |                      |
|                   | Student Representative<br><i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> |                      |
|                   | CBO Representative, if applicable   |                      |
| Randy Nelson      | CSA /SLT Chair  |                      |
| Amanda McCormack  | Member/Teacher  |                      |
| Meghan Panzone    | Member/ Teacher   |                      |
| Christina Sarquiz | Member/ Teacher   |                      |
| Oleg Roytman      | Member/Parent   |                      |
| Olga Loukina      | Member/ Parent  |                      |

| Name            | Position and Constituent Group Represented | Signature<br>(Blue Ink) |
|-----------------|--|-------------------------|
| Oksana Kostiuk  | Member/Parent                              |                         |
| Vera Fedoriv    | Member/Parent                              |                         |
| Kimberly Oliver | Member/ Parent                             |                         |
| Nina Cohen      | Member/ Teacher                            |                         |
|                 | Member/                                    |                         |
|                 | 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.



-  We have Student Government Organizations for both elementary and middle school. These students have the opportunity to discuss student issues and recommend school changes that impact their quality of instruction. Currently our elementary students are working with our teachers to establish afterschool clubs of their choice.
-  We are very proud of our central data system on google docs which allow all staff members access to curriculum, school templates, our handbook, and multiple documents that can be downloaded and used on a regular basis
-  PS/IS 206 has also partnered with Brooklyn Chinese Association to offer an after school program to middle school students. This unique program offers homework assistance and a wide array of activities that include but is not limited to chess, art and dance to name a few. It has been well received by all stakeholders and it continues to increase in student membership.

## 22K206 School Information Sheet

| School Configuration (2014-15)                                  |                               |   |      |   |
|---|-------------------------------|---|------|---|
| Grade Configuration   | PK,0K,01,02,03,04,05,06,07,08 | Total Enrollment                                | 1408 | SIG Recipient                                 |
| 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 |
| Types and Number of Special Education Classes (2014-15)         |                               |   |      |   |
| # Special Classes   | 15                            | # SETSS   | N/A  | # Integrated Collaborative Teaching           |
| Types and Number of Special Classes (2014-15)                   |                               |   |      |   |
| # Visual Arts   | 14                            | # Music   | 14   | # Drama                                       |
| # Foreign Language  | 14                            | # Dance   | N/A  | # CTE   |
| School Composition (2013-14)                                    |                               |   |      |   |
| % Title I Population  | 3.3%                          | % Attendance Rate                               |      | 95.8%   |
| % Free Lunch  | 59.2%                         | % Reduced Lunch                                 |      | 10.5%   |
| % Limited English Proficient                                    | 17.2%                         | % Students with Disabilities                    |      | 11.6%   |
| Racial/Ethnic Origin (2013-14)                                  |                               |   |      |   |
| % American Indian or Alaska Native                              | 0.4%                          | % Black or African American                     |      | 2.5%  |
| % Hispanic or Latino  | 9.4%                          | % Asian or Native Hawaiian/Pacific Islander     |      | 47.3%   |
| % White   | 40.1%                         | % Multi-Racial                                  |      | 0.1%  |
| Personnel (2014-15)   |                               |   |      |   |
| Years Principal Assigned to School (2014-15)                    | 6.27                          | # of Assistant Principals (2014-15)             |      | 3   |
| # of Deans (2014-15)  | N/A                           | # of Counselors/Social Workers (2014-15)        |      | 4   |
| 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)      | 0.4%                          | Average Teacher Absences (2013-14)              |      | 6.1   |
| Student Performance for Elementary and Middle Schools (2013-14) |                               |   |      |   |
| ELA Performance at levels 3 & 4                                 | 47.0%                         | Mathematics Performance at levels 3 & 4         |      | 66.1%   |
| Science Performance at levels 3 & 4 (4th Grade)                 | 84.1%                         | Science Performance at levels 3 & 4 (8th Grade) |      | 83.8%   |
| Student Performance for High Schools (2012-13)                  |                               |   |      |   |
| ELA Performance at levels 3 & 4                                 | N/A                           | Mathematics Performance at levels 3 & 4         |      | 100.0%  |
| 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   |                               |   |      |   |
| <b>Accountability Status – Elementary and Middle Schools</b>    |                               |   |      |   |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13)             |                               |   |      |   |
| American Indian or Alaska Native                                | N/A                           | Black or African American                       |      | YES   |
| 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                       |      | YES   |
| 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  | N/A                           | Asian or Native Hawaiian/Other Pacific Islander |      | YES   |
| White   | YES                           | Multi-Racial                                    |      | YES   |
| Students with Disabilities                                      | N/A                           | Limited English Proficient                      |      | N/A   |
| Economically Disadvantaged                                      | YES                           |   |      |   |
| <b>Accountability Status – High Schools</b>                     |                               |   |      |   |
| 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.

Every year we review our observations to find trends and patterns in our school wide progress. We also review student surveys to see their level of engagement. As has been in the past, we still struggle with the requirements for increased expectations as the students move through the grades. Our students are strong in writing but need additional support in close reading and analytical reading. The students are progressing in ELA scores from grade to grade however students are not showing the same progress in Math scores. The students need to extend their discussion and writing skills to Math and content area to impact all areas of instruction and test scores in all areas.

### 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 classrooms will develop investigate and writing skills across all grades and subjects by presenting students with real life problems and issues that require evidence based conversations, groups investigation and presentation of a variety of approaches and solutions which will result in an 3% increase in Fountas Pinnell reading levels and Performance Series results.

### Part 3 – Action Plan

| <b>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:</b> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul> | <b>Target Group(s)<br/>Who will be targeted?</b> | <b>Timeline<br/>What is the start and end date?</b> | <b>Key Personnel<br/>Who is responsible for implementing and overseeing the activity/strategy?</b> |
|--|--|---|--|
| The school Instructional Focus will center on investigation of complex real life problems through discussion and group investigation with a focus on English Language Learners and Students with Disabilities.   | all students                                     | September 2015-June 2016                            | Principal, Assistant Principals, teachers and school staff   |
| Curriculum and lesson planning centered on student centered discussion and group work with an emphasis on hands on activities that centers around exploration and investigation.   | all students                                     | September 2015-June 2016                            | Principal, Assistant Principal and school staff  |
| Formal and informal observations will provide feedback to teachers based on the school wide focus.   | All teachers                                     | September 2015-June 2016                            | Administrators   |
| The school curriculum specialists, staff developers and professional development plans will center around the instructional focus of investigation.  | All staff  | September 2015-June 2016.                           | School and outside school curriculum support.  |

**Part 4 – Budget and Resource Alignment**

|   |          |   |             |  |            |  |                  |   |                   |  |                      |
|---|----------|---|-------------|--|------------|--|------------------|---|-------------------|--|----------------------|
| <b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.   |          |   |             |  |            |  |                  |   |                   |  |                      |
| <ul style="list-style-type: none"> <li>• Tax Levy Funding will be used in order to support our on-going professional development with Teachers College.</li> <li>• Title I will be used to support professional development and ensure highly qualified teachers are in all classes</li> <li>• Professional books for inquiry groups will be purchased</li> <li>• Title III funding will be used to secure materials for students and initiate programs for ELL students.</li> <li>• Schedule changes will take place regularly to support the professional development time.</li> </ul> Substitute teachers will be required to allow teachers to attend the PD. |          |   |             |  |            |  |                  |   |                   |  |                      |
| <b>Part 4b.</b> 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 |  | Title II, Part A | X | Title III, Part A |  | Title III, Immigrant |

|   |     |  |                                |  |         |  |            |  |         |  |       |
|---|-----|--|--------------------------------|--|---------|--|------------|--|---------|--|-------|
| X | C4E |  | 21 <sup>st</sup> 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 December 23<sup>rd</sup>, 2015, 50% of the annual mandatory observations will have been completed for in order to assess the current percentage of teachers meeting the Instructional Focus and to look at patterns and trends of the grades.
- By January 3, 2016, social studies, math, ELA, and science student portfolios will have been reviewed including pre and post assessments required up to that date. Portfolios will continue to be reviewed on a rotating basis in order to determine progress and determine if academically rigorous instruction is taking place in all classes.
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**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.

With a smaller middle school community, there are challenges in providing educational and extracurricular activities that are specific to the needs of most of our students. The schedule has become a valuable resource in meeting the needs of all students. Last year, through the circular 6 modifications, we were able to incorporate teacher-supervised, student centered clubs and activities including, Chess, Technology, Zumba, Newspaper and Sports. We will continue to provide students with these and additional opportunities to participate in programs and activities that strengthen their relationships with teachers and their peers while providing variety and interest for them. The schedule will also be restructured to provide individualized schedules for students through the recommendations of their teachers for content level courses. Students will be challenged at their level and beyond and receive more tailored, personalized instruction, when required. To support this measure and the increase in special education students, our special education department will be departmentalized; each special education teacher will focus on one content area and provide small group instruction in that area. Finally, the middle school afterschool program will be coordinated with the specific needs of our students, providing homework assistance and tutoring, as well as continued exposure and introduction to the arts, technology and applications of the content they are learning.

### 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, 100% of staff will implement a variety of enrichment activities that will foster students social/emotional growth as measured by a reduction in suspensions, classroom removals, guidance referrals and increase in student attendance.

### Part 3 – Action Plan

| <p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</b></li> </ul> | <p><b>Target Group(s)<br/>Who will be targeted?</b></p> | <p><b>Timeline<br/>What is the start and end date?</b></p> | <p><b>Key Personnel<br/>Who is responsible for implementing and overseeing the activity/strategy?</b></p> |
|---|---|--|---|
| <p>The middle school schedule will be adapted to increase provide individualized schedules to students at different levels. Teachers will make recommendations for each student in the content areas and they will be scheduled accordingly. Special education teachers will become content specialist and provide collaborative team teaching instruction as well as small group instruction to move students with IEPs and our lowest performing students.</p>  | <p>Middle School Students &amp; Teachers grades 6-8</p> | <p>September 2015-June 2016</p>                            | <p>Principal and Middle School Assistant Principal, Renee Johnson</p>                                     |
| <p>Circular 6 options will be modified so that teachers administrative periods can be used to enhance student learning through various clubs and activities, tutoring programs, and community service opportunities. Content area teachers will use scholarship reports to identify under performing students, ELL and Students with Disabilities and assign intervention strategies, including one-on-one tutoring, small group tutoring, peer tutoring, ELL small group tutoring, HW help and small group tutoring for students with disabilities.</p>  | <p>Middle School Students grades 6 - 8</p>              | <p>September 2015-June 2016</p>                            | <p>Principal and Middle School Assistant Principal, Renee Johnson</p>                                     |
| <p>Enrichment period added to the elementary school schedule to implement enrichment to the elementary school. This enrichment will include English Language Learners and Students with Disabilities.</p>   | <p>Students in grades K-5</p>                           | <p>September 2015-June 2016</p>                            | <p>All elementary school staff .</p>  |
| <p>Enrichment for Students with Disabilities will focus will be aligned with Individual Education Plans and Vocational Assessments</p>  | <p>Students with iEPS</p>                               | <p>September 2015-June 2016</p>                            | <p>All staff</p>  |
| <p>English Language Learners will be asked to participate as mentors in the Title III program-The Gardening Club. This club had been on hiatus for the past 2 years due to construction. We are excited to continue this program. Elementary students have the opportunity to be mentored by middle school students. Both benefit from the opportunities to practice both social and content specific language.</p>   | <p>ESL students</p>                                     | <p>March 2015 June 2016</p>                                | <p>ESL teachers, Science Content Teacher, Principal.</p>  |

**Part 4 – Budget and Resource Alignment**

|   |          |   |                                |  |            |  |                  |   |                   |  |                      |
|---|----------|---|--------------------------------|--|------------|--|------------------|---|-------------------|--|----------------------|
| <b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc. |          |   |                                |  |            |  |                  |   |                   |  |                      |
| Title one and Title III funding.<br>Programs during and after school  |          |   |                                |  |            |  |                  |   |                   |  |                      |
| <b>Part 4b.</b> 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 |  | Title II, Part A | X | Title III, Part A |  | Title III, Immigrant |
|   | C4E      |   | 21 <sup>st</sup> Century Grant |  | SIG/SIF    |  | PTA Funded       |   | In Kind           |  | Other                |

**Part 5 – Progress Monitoring**

|  |
|--|
| <b>Part 5a.</b> 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.  |
| <ul style="list-style-type: none"> <li>• Student participation in activities and after school programs will give us an indication of success. Students will receive surveys on their choices for programs as well.</li> <li>• A review of OORS reports will be used as a gauge of success. Reduced incidents during lunch time and during class time will serve as an indication of increased student engagement.</li> <li>• Students’ work and products will provide feedback on the Arts Showcase.</li> <li>• Progress reports on Title III/ The Gardening Club will indicate if students are making progress with academic language.</li> </ul> |
| <b>Part 5b.</b> In <b>February 2016</b> , 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.

Throughout the 2014-2015 school year, the administrative team began discussing ways to maintain and improve the professional learning environment. We analyzed the school data and our in-house findings from multiple walkthroughs. We responded to feedback from both informal discussions and surveys to create several cycles of professional study groups, including adding an additional cycle for technology. For example, questioning and vocabulary are part of our instructional focus, and as a result, became topics for professional study groups. The staff was also given the opportunity to add relevant topics to the inventory they thought would meet the needs of our students. For example, staff members created study groups revolving around students with special needs such as, strategies for students with autism, Attention Deficit Disorder and understanding students’ culture from a sociological perspective. In addition to the professional study groups, we analyzed our school data and geared our Teachers College Staff Development to address our school’s instructional focus and needs. For example, in Middle School, our staff developer focused on using student work to plan small group instruction and develop a toolkit of strategies to improve comprehension and interpretation skills. In Elementary, we plan to use the Lower Grade TC Staff Developer for a couple of sessions in primary components of balance literacy, like guided reading, interactive writing and shared reading. This came from Elementary teacher feedback regarding a toolkit of strategies to support English Language Learners and students with individual education plans.

Professional development has been the most important factor in our growth as a school community. The administrative team wanted to promote autonomy among the staff and the conditions to foster a professional learning environment. This entailed empowering staff to choose and develop the direction of their professional study group. With the addition of professional development time, it was important for staff to have opportunities to be in both vertical and horizontal groups in order to have opportunities to see the continuum of student growth and expectations. These vertical groups would allow for cross-grade review of student work and inquiry. It was determined that there would be 3 cycles throughout the year and the staff would have multiple opportunities to grow professionally. At the end of each cycle, the groups would showcase their findings to the school community. These sharing showcases were turn-keyed with presentations that had impact for all aspects of classroom teaching, whether academic, interpersonal, or social. Strategies were created and tried out for impact on student outcomes. The topics reflected teachers’ needs and were an outgrowth of their goal setting at the beginning of the 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–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 participate in professional study group that will result in growth of at least one HEDI rating score as measured by the Measures of Teacher Practice

**Part 3 – Action Plan**

| <p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>   | <p><b>Target Group(s)<br/>Who will be targeted?</b></p> | <p><b>Timeline<br/>What is the start and end date?</b></p> | <p><b>Key Personnel<br/>Who is responsible for implementing and overseeing the activity/strategy?</b></p> |
|--|---|--|---|
| <p>Teacher teams will continue to meet to look at student work, on-demand writing, pre-assessments, conference notes, checklists, and other qualitative data to shape the direction of the Teacher’s College Staff Development focus.</p> <p>Curriculum Specialists and , Literacy Coach will continue to plan, demonstrate, co-teach, and debrief according to data, observations, and teacher/student needs.</p> <p>Vertical study groups will continue to be established and teachers will join the groups based on the needs of their students .</p> <p>Professional study groups will improve on using inquiry-style methods to try out new techniques and strategies to lift the level of their pedagogy and student outcomes.</p> <p>Instructional teams will be implemented to make curriculum decisions for the 2016-17 school year</p> | <p>Students in Grades K-8</p>                           | <p>September 2015-June 2016</p>                            | <p>All Staff</p>  |
| <p>All grade curriculum planning will include modifications for ELLs for Literacy and Math.</p> <p>ESL and Special Education providers will attend Teachers College Staff Development. In addition, planning sessions and lab sites will include strategies to support special education students and ELLs.</p> <p>AIS/RTI provider will collaborate with classroom teachers to customize intervention by student needs.</p>   | <p>Students in grades Pre-K-8th</p>                     | <p>September 2015-June 2016</p>                            | <p>All Staff</p>  |

|  |                            |                          |           |
|--|----------------------------|--------------------------|-----------|
| Select study groups will be created by staff to address the needs of special education and ESL students. Some of these groups include: ADHD, Vocabulary, Autism, The Dynamics of Student Interactions in the Classroom.  |                            |                          |           |
| <p>Parents will be invited on the first Friday of each month to participate in classroom activities and attend parent workshops. The topics will be generated using a parent inventory.</p> <p>Parents will have multiple opportunities to interact with their child’s curriculum, learning about interactive websites and games they can play with their children throughout the school year.</p> <p>Parents will be invited to class publishing parties to celebrate the culmination of student work /projects.</p> <p>Teachers will use the parent engagement time to collaborate and create a parent newsletter. This will include grade teams and content area cluster teams.</p> | Students in Grades Pre K-8 | September 2015-June 2016 | All Staff |
| <p>Professional study groups will be created using an inventory which will give staff choice and control to allow them to grow professionally.</p> <p>A liaison meeting will meet periodically to address concerns. Members will include the school’s union representative, select staff members, and the principal.</p> <p>Inter-visitations will be scheduled in order for teachers to learn from each other and grow professionally.</p> <p>Grade Teams will use the enrichment model to engage students in activities using a student interest inventory.</p>  | Students in Grades Pre K-8 | September 2015-June 2016 | All Staff |

**Part 4 – Budget and Resource Alignment**

|  |          |   |                                |  |            |  |                  |  |                   |                      |
|--|----------|---|--------------------------------|--|------------|--|------------------|--|-------------------|----------------------|
| <b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.  |          |   |                                |  |            |  |                  |  |                   |                      |
| <ul style="list-style-type: none"> <li>• Professional books as requested by members of study groups</li> <li>• Scheduling for AIS Provider and Classroom teacher to meet and plan</li> <li>• Hiring of substitute teachers for Teachers College Staff Development</li> <li>• Budgeting for Teachers College Staff Development, including staff developers, calendar days, and study groups</li> <li>• Scheduling coverages for inter-visitations/planning using ATRs</li> <li>• Creating schedules for Teacher’s College Staff Development</li> <li>• Budget for supplies for Enrichment/Renzulli</li> </ul> |          |   |                                |  |            |  |                  |  |                   |                      |
| <b>Part 4b.</b> 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 |  | Title II, Part A |  | Title III, Part A | Title III, Immigrant |
|  | C4E      |   | 21 <sup>st</sup> 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 2015, 100% of staff will have completed the first two rounds of professional study which will include a round of curriculum planning and refinement, a round of inquiry based on the instructional focus and plan surveys for professional book clubs.

**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.

Last year presented many problems with following through on supporting teachers adequately due to the large number of mandated observations. This year, although there was a reduced amount of observations, we still knew that follow through on teacher feedback was going to be crucial to improving teacher practice. We established a timeline for observations with adequate time in between to meet, co-plan, co-teach, and model expectations for teachers. Teachers who were in jeopardy of being developing or ineffective had a specific action plan. Those teachers with TIPS also had specific action plans that were aligned to their needs. The time line also allowed for additional observations for those teachers requiring additional support. We also knew that it would be important that all administrators knew the path of the teacher. This would be recorded on Google docs and shared with administrators to view prior to an observation and focus on the previous feedback. Weekly conversations would establish trends and patterns and determine if we were meeting our Instructional Focus.

### **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 May 2016, 100% of teachers will set two annual goals for growth as measured by pre and post meetings with administrators. They will use their Measure of Teacher Practice Summary for 2015 as a guide. Administrators will provide support to teachers through conferences and observations in order to meet these goals.

### **Part 3 – Action Plan**

| <p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote parent leadership and engagement as a key lever for school improvement.</b></li> </ul> | <p><b>Target Group(s)<br/>Who will be targeted?</b></p>                                      | <p><b>Timeline<br/>What is the start and end date?</b></p> | <p><b>Key Personnel<br/>Who is responsible for implementing and overseeing the activity/strategy?</b></p> |
|--|--|--|---|
| <p>Administrators will meet with all teachers and discuss their annual goals and how they plan to achieve them. Administrators will refer to the MOTP Summary for 2015 and recommendations to assist in formulating the goals. Goals must lead to increasing student outcomes. Administrators will debrief weekly on the progress of teachers.</p>   | <p>All teachers.</p>   | <p>By October 2015</p>                                     | <p>Administrators.</p>  |
| <p>A year-long schedule of observations will be established that includes time for supporting teachers in their goals. Teachers will be included on co-teaching, modeling lessons, and classroom intervisitations. Weekly meetings will be used to debrief areas of concern. Administrators will be responsible for monitoring the feedback and implementation of recommendations.</p>   | <p>Teachers in need of specific support.</p>   | <p>September 2015-May 2016.</p>                            | <p>Administrators</p>   |
| <p>All administrators and our literacy coach will document feedback, next steps, and support that were put in place. These will be shared in order to establish plans for improvement.</p>   | <p>Teachers in need of support, TIP teachers, and teachers in need of improvement plans.</p> | <p>October 2015-June 2016</p>                              | <p>Administrators, literacy coaches.</p>  |
| <p>Logs of support will be used for those teachers not making any growth. Mid-year conversations will take place to determine progress on meeting goals. All teachers will receive timely verbal and written feedback on next steps.</p>   | <p>TIP teachers, teachers in need of improvement plans.</p>                                  | <p>September 2015-June 2016</p>                            | <p>Administrators</p>   |

**Part 4 – Budget and Resource Alignment**

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|---|
| <p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>  |
| <ul style="list-style-type: none"> <li>• Google docs</li> <li>• Coaches</li> <li>• Intervisitations will require schedule changes and substitute teachers in order to provide necessary professional development.</li> <li>• Time for conferences and feedback sessions.</li> </ul> |

| <b>Part 4b.</b> 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 |  | Title II,<br>Part A |  | Title III,<br>Part A |  | Title III,<br>Immigrant |
|  | C4E      |   | 21 <sup>st</sup> Century Grant |  | SIG/SIF    |  | PTA Funded          |  | In Kind              |  | Other                   |

**Part 5 – Progress Monitoring**

|   |
|---|
| <p><b>Part 5a.</b> 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.</p> <ul style="list-style-type: none"> <li>• By October 31, 2015, all teachers will have had the opportunity to meet with an administrator and discuss annual goals.</li> <li>• Administrators will meet weekly to debrief the past week’s observations and feedback that was given.</li> <li>• Google docs observation chart documenting teacher growth will be reviewed after each cycle</li> <li>• Use Advance to monitor teacher growth.</li> <li>• By June 2016, all teachers will have the opportunity to have a post conference geared at determining the success of meeting their goal.</li> </ul> |
| <p><b>Part 5b.</b> In <b>February 2016</b>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>   |

## 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.

Trends in our parent environment survey and in house school survey indicated the desire of parents to be more fully involved in the academic progress of their children. One of the indications was that some parents were still unclear of the expectations of the Common Core Learning Standards. We traditionally hold a monthly open house, followed by a workshop targeting a particular interest of parents. These opportunities for parent engagement were met with great enthusiasm, but there was limited turnout of new parents who were not proficient in English, even though we offered simultaneous translations. Our Parents’ Association began to offer more opportunities for translation on a daily basis and we saw our parent involvement increase. One of the most immediate ways that we were able to have constant interaction with parents was our ability to create an email distribution list on a class, grade, and school wide level. Additionally, we used Title III funds in order to promote English proficiency for parents.

Parent Engagement opportunities are offered on Tuesdays during extended days so that the teachers could meet 1:1 with parents/guardians to discuss student academic performance, progress, and achievement. IEP meetings are also conducted with the parents along with the general education and special education teachers, related service providers, administrators and translators.

It is our goal to promote more understanding of what is taught at school to parents and how it impacts their children. As a result, we hope to increase attendance at our parent engagement opportunities.

### Part 2 – Annual Goal

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, we will increase parental voice in all school decisions by creating a parent advisory board with representatives from all parent groups in the school as measured by attendance sheets, parent exit slips and the learning environment survey

### Part 3 – Action Plan

| <b>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:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul> | <b>Target Group(s)<br/>Who will be targeted?</b> | <b>Timeline<br/>What is the start and end date?</b> | <b>Key Personnel<br/>Who is responsible for implementing and overseeing the activity/strategy?</b> |
|---|--|---|--|
| Parents will routinely be invited to share their expertise and culture in their child’s classroom via publishing parties, workshops, and career day. These events will be published by email and via backpacked hard copy as well. Sponsored events will have simultaneous translation opportunities via our translation units.   | Parents, students, and staff.                    | Oct 2015- June 2016.                                | Parent Coordinator, teachers, administrators.  |
| Our Parents’ Association will buy movie rights for the school year allowing us to have several movie nights where families can have dinner and a movie fostering a more inclusive relationship with the community. Additional school wide events include the school carnival, talent show, gardening club, dances, and the arts showcase which highlight various talents from all cultures.   | Whole school community.                          | January 2015-June 2016.                             | Parents’ Association, teachers, Parent Coordinator, administration.                                |
| Staff members will participate in parent engagement opportunities by sponsoring workshops designed to help parents engage academically with their children. Some of the workshops include: Building Academic Vocabulary, Learning to Read an IEP, Anti Bullying, Identifying and working with students with ADHD and ODD behaviors.   | Audience changes based on workshop agenda        | October 2015-May 2016.                              | Parent Coordinator, administrators, coaches, teachers.   |
| A parent advisory board will be established of a cross section of the school to advise school decisions and to share the needs of their constituency  | Parents School Staff                             | November 2105-May 206                               | Parents, School Staff  |

**Part 4 – Budget and Resource Alignment**

|   |
|---|
| <b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.   |
| <ul style="list-style-type: none"> <li>• Expertise of staff members</li> <li>• Community Based organizations for some of the workshops</li> <li>• Parent volunteers</li> <li>• Active Parent Association</li> <li>• Parent Coordinator</li> </ul> |
| <b>Part 4b.</b> 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 |   | Title II, Part A | X | Title III, Part A |  | Title III, Immigrant |
|   | C4E      |   | 21 <sup>st</sup> Century Grant |  | SIG/SIF    | X | PTA Funded       |   | In Kind           |  | Other                |

**Part 5 – Progress Monitoring**

|   |
|---|
| <p><b>Part 5a.</b> 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.</p> <ul style="list-style-type: none"> <li>• By February 2016, parent advisory board will be formed and meet to present their concerns to the school leadership team and administration</li> </ul> |
| <p><b>Part 5b.</b> In <b>February 2016</b>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>   |

**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.

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

## Section 7: Title I Program Information

### Directions:

- 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. |                                 |   |                    |
| <b>X</b>   | <b>Schoolwide Program (SWP)</b> | <b>Targeted Assistance (TA) Schools</b> | <b>Non-Title I</b> |

### 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.  |
| Presently 100% of the staff of PS/IS 206 is highly qualified. Teachers continue to attend professional development opportunities to increase their knowledge base. If any members of staff are not highly qualified, we will work closely with our Human Resources liaison in order to ensure that these teachers meet all required documentation and assessment deadlines. |

#### 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).  |
| <p>We have implemented many structures to solidify our Professional Learning Community:</p> <ul style="list-style-type: none"> <li>• <u>Professional Learning Groups</u>- Teachers joined study groups based on their interests. They considered aspects of their teaching they would like to further develop. Student work is reviewed regularly to evaluate the effectiveness of the learning and how it impacts students. Study groups have three annual cycles that are turn-keyed to the entire community at the end of the cycle.</li> <li>• <u>Lateral Planning Time</u>- All grades have multiple collaborative preparation periods each week to communicate best practices, analyze data, and plan for implementation.</li> <li>• <u>Teacher Teams</u>- Our teams work together to design instruction that increases student outcomes. We design push-in models for service providers and ESL teachers. The administrative team constantly monitors these teams ability to work effectively and efficiently through observations, walk-throughs, and conversations.</li> <li>• <u>Mentoring</u>- Experienced mentors work with new teachers, observe lessons, model effective teaching practices, and co-teach with the first year teacher in an effort to assist them in enhancing their skills.</li> <li>• <u>Professional Development</u> - Staff members attend professional development workshops and turn-key their learning.</li> </ul> |

- School Leadership Team -Our school leadership team is an extension of our teacher teams and includes administration, parents, and teachers. We work collaboratively to ensure all decisions are made in an effort to raise the level of student achievement.
- Peer Leadership - Administrators schedule intervisitations to reach a wide variety of teachers and grade levels. We discuss our findings and identify teachers who have expertise to share and should be supported as leaders. We encourage inter-visitation in classrooms where teachers have demonstrated motivation and strengths in specific areas.
- Each grade also has a teacher leader willing to establish grade goals and how to achieve them.
- Instructional Team – Due to budget cuts, it has been difficult to maintain an extended instructional team that includes various constituents. Presently our instructional team includes administrators, our literacy coach, guidance counselors, our IEP teacher, and an ESL teacher. We have successfully made attempts to include teachers that are pursuing their administrative degrees and value their input since it brings various perspectives.

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

n/a

**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).

n/a

**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.).

- Currently all of our Pre K families have multiple opportunities to visit our school on a regular basis and enjoy some of the activities with their children.
- Every year we have a Kindergarten orientation outlining the expectations of their new grade.
- Students in need of assistance are identified in pre-k and given early intervention services.

**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.

PS/IS 206 has a UFT liaison team that meets monthly to discuss structures and policy for all decision making including assessments. Teachers have created portfolio templates and assessments to go with them in for both pre and post assessments. These assessments are shared on google docs with all of our school curriculum. With respect to mandated assessments, we also meet to discuss what works best for our students and school. We want assessments to drive instruction, not to replace it. We teach test taking strategies but do not teach test preparation.

#### 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 codes<sup>1</sup>. 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 consolidated<sup>2</sup>. **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<br>(i.e. Federal,<br>State or Local) | Funding Amount<br>Indicate the amount<br>contributed to<br>Schoolwide pool.<br>(Refer to Galaxy for<br>FY '16 school<br>allocation amounts) | Place an (X) in <u>Column A</u> below to verify<br>that the school has met the intent and<br>purposes of each program whose funds are<br>consolidated. Indicate in <u>Column B</u> , section<br>references where a related program activity<br>has been described in this plan. |                                  |
|------------------------|--|---|---|----------------------------------|
|                        |  |   | Column A<br>Verify with an (X)  | Column B<br>Section Reference(s) |
| Title I Part A (Basic) | Federal  | 834,206.00  | x   | 5A-5E                            |
| Title II, Part A       | Federal  | 140,201.00  | x   | 5A-5E                            |
| Title III, Part A      | Federal  | 28,600.00   | x   | 5A-5E                            |
| Title III, Immigrant   | Federal  |   |   |                                  |
| Tax Levy (FSF)         | Local  | 6,891,996.00  | x   | 5A-5E                            |

#### <sup>1</sup>Explanation/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.

<sup>2</sup>The **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.

---

#### PS/IS 206 Parent Involvement Policy and School Parent Compact

At PS/IS 206 we will support parents and families of students by:

**1. Providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology:**

- Monthly Classroom Newsletter that outlines current units of study within the classroom.
- Monthly School wide Parent Newsletter including student feedback on current units of study within their own classroom.
- Parent meetings with teachers to discuss child's instructional goals
- Workshops explaining content of state exams and strategies to best improve their child's score
- Parent orientations/classroom visits to see firsthand both the classroom environment and outlines of Common Core State Standards across content areas

**2. Providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children:**

- School website
- Parent email distribution list
- Parent-centered bulletin boards aligned to
- Written communication in their native language
- In house translators available at workshops
- Scheduling workshops before, during and after school to accommodate parents' schedules focusing on
- High School orientation workshop on application process for middle school students
- Inclusion of parents on School Leadership Team & Safety Committee
- Monthly progress reports, report cards, telephone calls, e-mails, texts prompted by Jupiter Grades
- Open House
- September "Meet the Staff" evening
- After school programs and

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

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

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

- Workshops outlining content and grade level expectations of
- Parent Engagement sessions on Tuesday Afternoons
- In house translators at all meetings
- Parent/Teacher conferences
- One on one parent/teacher meetings assessing student progress highlighting item analysis for math and literacy
- Progress reports and portfolios benchmarking students' goals

**5. Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand:**

- Written communication in native language
- Monthly Parent School Newsletter
- Monthly Classroom Newsletter

- School website
- In house translators
- Cultural night/Talent Show
- Parent orientations/classroom visits
- ELL orientation
- School Leadership Team
- Fundraisers
- Holiday Assemblies, Dances, Carnival, Book Fair, Picture Day

6. Providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community:

- Parents as Partners Violin program
- Volunteering opportunities at school events
- Monthly Parent School Newsletter
- Parent Involvement during classroom special events
- ELL orientation
- Ballroom Dancing
- Workshops on

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

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

- Actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's goals as outlined in the Comprehensive Educational Plan, including the implementation of the school's Parent Involvement Policy and School-Parent Compact.
- Support school-level committees that include parents who are members of the School Leadership Team and the Parent Association (or Parent-Teacher Association). This includes providing technical support and ongoing professional development, especially in developing leadership skills. Parents are also members of the School Safety Committee.

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

## **I. School Responsibilities**

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures that is 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 promptly 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., 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.

**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>Joseph F. Lamb</u>  | DBN: <u>22K206</u> |
| This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below) |                    |
| <input checked="" 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>80</u>   |
| Grades to be served by this program (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 checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" 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>6</u>   |
| # of certified ESL/Bilingual teachers: <u>4</u>   |
| # of content area teachers: <u>2</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: \_

LITERACY THROUGH THE ARTS PROGRAM FALL/WINTER 2014

RATIONALE:

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

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

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

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

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

Goals/Objectives:

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

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

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

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

STRUCTURE

## **Part B: Direct Instruction Supplemental Program Information**

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

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

### SUBGROUPS AND GRADE LEVELS

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

### SCHEDULE AND DURATION:

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

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

### # AND TYPES OF TEACHERS

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

Start date: November 5, 2014

End Date: Thursday, March 11, 2014

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

### MATERIALS

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

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### RATIONALE

#### THE GARDENING CLUB- SPRING 2015

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

### STRUCTURE

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

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

-

### SUBGROUPS AND GRADE LEVEL

The Gardening Club will be offered to ELL students in grades K-2 and students in grades 6-8 to serve as

## Part B: Direct Instruction Supplemental Program Information

mentors. This club will also be offered to SWD who are ELLs and can benefit from tactile experiences.

### SCHEDULE AND DURATION

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

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

24 sessions

Group Size: approximately 15 students per group

### # AND TYPES OF TEACHERS

4 ESL teachers and 1 science content area teacher

### MATERIALS:

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

-  
-

## Part C: Professional Development

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

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

Begin description here: \_

Literacy Through the Arts Program Professional Development Plan

All teachers involved in the Title III Literacy Through the Arts program will receive support and training. Because our teachers have had a great deal of training in curriculum development and performance assessments, time will be devoted for them to construct a curriculum that integrates the CCLS, Blueprint for the Arts and English Acquisition under the guidance of our Assistant Principal for Curriculum Development a scope and sequence roadmap will be constructed and expected targets established. Teachers will collaborate in order to draw on all of their expertise. They will be knowledgeable of research based methods of learning English through music and adapting literature into the Arts.

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

Here is the planned Schedule:

Session I The Blueprint for the Arts and Dance

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

Date: Oct 23, 2014

Time: 2:30-3:30 pm

Facilitator: Dance teacher

Audience: ESL teachers and dance teacher

-

Session II The Common Core State Standards and ELL students

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

Date: Oct 24, 2014

Time: 2:30-3:30 pm

Facilitator: ESL teacher

Audience: ESL teacher and dance teacher

## Part C: Professional Development

### Session III Vocabulary Development in the Arts-Dance

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

Date: Oct 29, 2014

Time: 2:30-3:30 pm

Facilitator: Dance Teacher

Audience: ESL teachers

### Session IV Measuring Academic Growth through the Arts

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

Date: Oct 30, 2014

Time: 2:30-3:30 pm

Facilitator: Assistant Principal

Audience: ESL teacher and Dance teacher

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

Here is the Professional Development plan:

#### Session I Science Scope and Sequence

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

Date: March 4, 2015

Time: 2:30-3:30 pm

Facilitator: Science Content Teacher

Audience: ESL teachers and dance teacher

#### Session II Advanced Plant and Soil Science

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

Date: March 5, 2015

Time: 2:30-3:30 pm

Facilitator: Science Content Teacher

Audience: ESL teachers and Science Content Teacher

#### Session III The Academic Language of Science

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

Date: March 11, 2015

Time: 2:30-3:30 pm

### Part C: Professional Development

Facilitator: ELL teachers and Assistant Principal

Audience: Science Content teacher and ESL teachers

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

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

Date: March 12, 2015

Time: 2:30-3:30 pm

Audience: Science Content Teacher and ESL teachers

### Part D: Parental Engagement Activities

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

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

Begin description here: \_\_\_\_\_

After School Computer Center Access with Rosetta Stone:

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

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

Student Performances of the Arts:

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

Parent Workshops:

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

- Scheduled Parent Workshops:

\* These are not funded through Title III

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

### Part D: Parental Engagement Activities

2014-2015 PS/IS Parent Workshops take place the first Friday of every month after our open house.  
PARENTS LEARNING ENGLISH through Rosetta Stone

RATIONALE:

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

SCHEDULE AND DURATION:

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

# AND TYPES of TEACHERS

1 Certified ESL teacher who is proficient in technology

MATERIALS

30 Rosetta Stone Licenses

10 sessions on Wednesdays

### Part E: Budget

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

Allocation Amount: \$27556

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

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

| Budget Category  | Budgeted Amount              | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|--|------------------------------|---|
| instructional materials. <ul style="list-style-type: none"> <li>• Must be clearly listed.</li> </ul> |                              | <u>Club Gardening materials: soil, tools, seeds, plants</u>   |
| Educational Software (Object Code 199)   | <u>97.67 x 30 = \$ 2,930</u> | <u>Rosetta Stone 30 licenses</u>  |
| Travel   | <u>_____</u>                 | <u>_____</u>  |
| Other  | <u>_____</u>                 | <u>_____</u>  |
| <b>TOTAL</b>   | <b><u>\$27,570.00</u></b>    | <u>_____</u>  |

**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 <b>22</b>                    | Borough <b>Brooklyn</b> | School Number <b>206</b> |
| School Name <b>Joseph Lamb School</b> |                         |                          |

### B. Language Allocation Policy Team Composition

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

|   |  |
|---|--|
| Principal <b>Ellen Quigley</b>  | Assistant Principal <b>Nina Ishmael</b>                      |
| Coach <b>Alfsonia Giordano</b>  | Coach <b>type here</b>                                       |
| ENL (English as a New Language)/Bilingual Teacher <b>Yana Shifrina Piljov</b> | School Counselor <b>T. Young, L. O'Sullivan</b>              |
| Teacher/Subject Area <b>Jennifer Goldstein/ELL/CB</b>                         | Parent <b>Svetlana Shlyam</b>                                |
| Teacher/Subject Area <b>Karolina Baj ELL/CB</b>                               | Parent Coordinator <b>Jennifer Hom</b>                       |
| Related-Service Provider <b>Stephanine Puricelli</b>                          | Borough Field Support Center Staff Member <b>Aaron Perez</b> |
| Superintendent <b>Julia Bove</b>  | Other (Name and Title) <b>type here</b>                      |

### 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            | <b>4</b> | Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program   | <b>0</b> | Number of teachers who hold both content area/common branch and TESOL certification | <b>3</b> |
| Number of certified bilingual teachers currently teaching in a bilingual program  | <b>0</b> | Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12] | <b>0</b> | Number of teachers who hold both a bilingual extension and TESOL certification      | <b>0</b> |
| Number of certified ENL teachers <u>not</u> currently teaching in the ENL program | <b>0</b> | 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]     | <b>2</b> | Number of special education teachers with bilingual extensions                      | <b>0</b> |

### D. Student Demographics

|  |             |                      |            |   |              |
|--|-------------|----------------------|------------|---|--------------|
| Total number of students in school (excluding pre-K) | <b>1376</b> | Total number of ELLs | <b>243</b> | ELLs as share of total student population (%) | <b>0.00%</b> |
|--|-------------|----------------------|------------|---|--------------|

# Part II: ELL Demographics

## A. ELL Programs

|   |   |
|---|---|
| <b>This school serves the following grades (includes ELLs and non-ELLs)</b><br>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 checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" 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 type="checkbox"/>            | No <input checked="" type="checkbox"/> | If yes, indicate language(s): |
| 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 # |
| <b>Transitional Bilingual Education</b> | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0     |
| <b>Dual Language</b>                    | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0     |
| <b>Total</b>                            | 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 |     |   |     |   |    |
|-----------------------------|-----|---|-----|---|----|
| <b>All ELLs</b>             | 243 | <b>Newcomers</b> (ELLs receiving service 0-3 years)       | 200 | <b>ELL Students with Disabilities</b>                     | 37 |
| <b>SIFE</b>                 | 0   | <b>Developing ELLs</b> (ELLs receiving service 4-6 years) | 43  | <b>Long-Term</b> (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<br>(0-3 years of service) |      |     | Developing ELLs<br>(4-6 years of service) |      |     | Long-Term ELLs<br>(receiving 7 or more years of service) |      |     |       |
|              | All                                     | SIFE | SWD | All                                       | SIFE | SWD | All  | SIFE | SWD |       |
| <b>TBE</b>   | 0                                       | 0    | 0   | 0   | 0    | 0   | 0  | 0    | 0   | 0     |
| <b>DL</b>    | 0                                       | 0    | 0   | 0   | 0    | 0   | 0  | 0    | 0   | 0     |
| <b>ENL</b>   | 200                                     | 0    | 22  | 43  | 0    | 15  | 0  | 0    | 0   | 0     |
| <b>Total</b> | 0                                       | 0    | 0   | 0   | 0    | 0   | 0  | 0    | 0   | 0     |

Number of ELLs who have an alternate placement paraprofessional: \_\_\_\_\_

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

|              | K        | 1        | 2        | 3        | 4        | 5        | 6        | 7        | 8        | 9        | 10       | 11       | 12       | TOTAL    |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| SELECT ONE   | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        |
| SELECT ONE   | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        |
| SELECT ONE   | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        |
| <b>TOTAL</b> | <b>0</b> |

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

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

|              | K        |          | 1        |          | 2        |          | 3        |          | 4        |          | 5        |          | 6        |          | 7        |          | 8        |          | TOTAL    |          |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
|              | ELL      | EP       |
| SELECT ONE   | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        |
| SELECT ONE   | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        |
| SELECT ONE   | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        |
| <b>TOTAL</b> | <b>0</b> |

\* 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       |
| SELECT ONE   | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        |
| SELECT ONE   | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        |
| SELECT ONE   | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        |
| <b>TOTAL</b> | <b>0</b> |

**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  | 4        | 6        | 3        | 4        | 0        | 1        | 1        | 2        | 1        | 0        | 0        | 0        | 0        | 0        |
| Chinese  | 19       | 27       | 9        | 11       | 13       | 8        | 12       | 2        | 3        | 0        | 0        | 0        | 0        | 0        |
| Russian  | 17       | 18       | 7        | 3        | 5        | 4        | 6        | 0        | 2        | 0        | 0        | 0        | 0        | 0        |
| Bengali  | 0        | 0        | 0        | 1        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        |
| Urdu   | 2        | 2        | 1        | 0        | 0        | 2        | 1        | 1        | 0        | 0        | 0        | 0        | 0        | 0        |
| Arabic   | 3        | 0        | 4        | 1        | 2        | 0        | 1        | 0        | 0        | 0        | 0        | 0        | 0        | 0        |
| Haitian  | 0        | 0        | 0        | 0        | 0        | 0        | 1        | 0        | 0        | 0        | 0        | 0        | 0        | 0        |
| French   | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        |
| Korean   | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        |
| Punjabi  | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        |
| Polish   | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        |
| Albanian                                       | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        |
| Other  | 8        | 4        | 7        | 3        | 2        | 5        | 2        | 2        | 0        | 0        | 0        | 0        | 0        | 0        |
| <b>TOTAL</b>                                   | <b>0</b> |

## 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 |
| <b>Entering</b><br>(Beginning)                                   | 22 | 8  | 6  | 3  | 9 | 4  | 4  | 0 | 1 |   |    |    |    | 0     |
| <b>Emerging</b><br>(Low Intermediate)                            | 5  | 6  | 4  | 3  | 4 | 2  | 1  | 1 | 0 |   |    |    |    | 0     |
| <b>Transitioning</b><br>(High Intermediate)                      | 16 | 5  | 19 | 2  | 1 | 2  | 5  | 0 | 0 |   |    |    |    | 0     |
| <b>Expanding</b><br>(Advanced)                                   | 10 | 38 | 2  | 15 | 8 | 12 | 14 | 6 | 5 |   |    |    |    | 0     |
| <b>Commanding</b><br>(Proficient)                                | 22 | 31 | 13 | 8  | 4 | 3  | 5  | 6 | 4 |   |    |    |    | 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   |   |   |   | 0 | 0 | 0 | 0 | 0 | 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  | 0 | 0 |   |   |   |   |   |   |   |   |    |    |    | 0     |

| NYS ELA |         |         |         |         |       |
|---------|---------|---------|---------|---------|-------|
| Grade   | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3       | 8       | 8       | 3       | 1       | 0     |
| 4       | 9       | 6       | 2       | 0       | 0     |
| 5       | 17      | 10      | 0       | 0       | 0     |
| 6       | 9       | 5       | 2       | 0       | 0     |
| 7       | 7       | 3       | 0       | 0       | 0     |
| 8       | 0       | 1       | 0       | 0       | 0     |
| NYSAA   | 0       | 0       | 0       | 0       | 0     |

| NYS Math |         |    |         |    |         |    |         |    |       |
|----------|---------|----|---------|----|---------|----|---------|----|-------|
| Grade    | Level 1 |    | Level 2 |    | Level 3 |    | Level 4 |    | Total |
|          | English | HL | English | HL | English | HL | English | HL |       |
| 3        | 6       |    | 7       |    | 8       |    | 4       |    | 0     |
| 4        | 9       |    | 7       |    | 6       |    | 1       |    | 0     |
| 5        | 13      |    | 8       |    | 6       |    | 0       |    | 0     |
| 6        | 5       |    | 9       |    | 1       |    | 1       |    | 0     |
| 7        | 5       |    | 2       |    | 3       |    | 0       |    | 0     |
| 8        | 0       |    | 0       |    | 1       |    | 0       |    | 0     |
| NYSAA    | 0       |    | 0       |    | 0       |    | 0       |    | 0     |

| NYS Science           |         |    |         |    |         |    |         |    |       |
|-----------------------|---------|----|---------|----|---------|----|---------|----|-------|
|                       | Level 1 |    | Level 2 |    | Level 3 |    | Level 4 |    | Total |
|                       | English | HL | English | HL | English | HL | English | HL |       |
| 4                     | 4       |    | 10      |    | 7       |    | 2       |    | 0     |
| 8                     | 0       |    | 0       |    | 1       |    | 0       |    | 0     |
| NYSAA Bilingual (SWD) | 0       |    | 0       |    | 0       |    | 0       |    | 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<br>1-25 percentile                                     | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile | Q1<br>1-25 percentile  | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>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.
 

The assessment tool that our school uses to measure outcomes for student learning in Grades K-2 is Fountas and Pinnell. In kindergarten, the assessment is given in September, January, and May.

  - Grades 3-5 students measures of student learning in math and reading are assessed using Performance Series-Scantron. Gates MacGinitie assesment will be piloted starting in 2015-16 school year
  - ELA, Math and NYSESLAT scores are analyzed including the item analysis for each of the state assessment
  - This information helps inform our school's instructional plan in several ways.
    - The data is carefully analyzed by the data team and the teacher teams as well as the leadership team.
    - This information is shared with school wide during professional development.
    - Then the leadership team looks at the areas where the students are performing below standard (in this case reading comprehension and writing) and provide additional supports.
    - This data informs the teachers (both classroom and ESL) what skills the student has when s/he comes into their class.
    - Teachers use this information to group students according to their strengths and weaknesses.
    - Teachers also use this data to drive instruction so that they know what skills are needed to be taught.
    - The formal assessments along with formative assessments and informal classroom assessment are to our classroom teachers and ESL teachers to move instruction
    - Our Title III program is offered to all our ELLs and former ELLs. The data collected enables us to provide intensive instruction and remediation by grouping our struggling ELLs that are not reading and writing on grade level and continuing to support our former ELLs in the transitional process.
  - Data demonstrates that the students are making in progress in all areas incuding State exams and NYSESLAT
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

The data patterns reveal that are students are progressing through the levels of performance on the NYSESLAT in correspondence with their years in the program. We are not seeing regression or students that are not moving levels despite the changes in the structure of the assessments. We are also see that the number of ELL students in the school accrodngly decrease throughout the grade levels. We are also seeing increased performance in ELA and Math by our former ELL students which corrsespond with their performance on the NYSESIAT exams and reaching mastery levels on the NYSESLAT exams.

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

The school uses the tools to measure growth for our ELL students. We are currently in good standing in all groups and sub groups including our ESL students. We carefully measure the progress of our ELL students and the sub groups based on their language group, ethnic group and economic status.

4. For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

4a. ELLs have diverse learning needs based on many factors, including age of arrival, years of formal education, literacy in the first language and English, home literacy, immigration status, disability status and cultural expectations of school. These factors are taken into consideration when examining performance of ELLs on standardized tests and assessments. We have compiled assessment data from our NYSITELL, NYSESLAT and ELL Interim Assessments results to analyze the strengths and weaknesses of our ELLs in specific modalities.

- According to our data from the NYSITELL, the majority of the students who score Beginner/Intermediate are in our lower grades. Most of these children are newcomers to the country, have never had any schooling, and are too young to be literate in their native language.
- Our data also shows that students, who stay at the beginner/intermediate level for several years, tend to have other educational needs that are independent of their language acquisition. These children are then identified and receive Academic Intervention Services as well as mandated ESL instruction.
- In addition, students in the older grades (grade 3 and up) that are beginners on the NYSITELL, are newcomers to our school system who may or may not be literate in their native language. Interviews and informal assessments are then conducted to see if these children are SIFE, to see if they are more than 2 school years behind their peers.
- Students, who score advanced in the lower grades, tend to be students who were born in this country or have been here for several years. Many have attended a pre-school, have older siblings, and have parents that are literate in their native language.
- We have found that students who are advanced in the upper grades need extra help in reading and writing. Many times these students are proficient in speaking and listening but lack the skills needed to pass the writing sub-test of the NYSESLAT. Our focus is on developing an intensive writing program that teaches the necessary literacy skills needed to achieve proficiency. At the same time, we are working on developing fluent readers through the use of our school wide instructional focus of academic vocabualry development .LAT.
- SIFE students receive AIS services and they are also entitled to the Title III after school program.
- Native Language exams are given for New York State Math and Science tests when it is helpful to the student.
- Whenever possible, exams are given in a student's native language, and if no paper exam is available, the student has the exam translated into his/her native language ensuring that all students are assessed on the content, regardless of their English proficiency.
- Classroom teachers allow students to answer questions in their native language on content area exams.
- In regards to how our ELLs are doing on Native Language tests as opposed to tests taken in English, due to the fact that we have only a very small amount of students who take the New York State tests in their Native Language, there is not enough data to determine trends at this time.

4b. Our school leadership is learning a lot about ELLs from assessments imbedded in the units of study. After our students take the ELL Periodic Assessment, teachers use this data to drive planning and instruction. Teachers, both classroom and ESL, analyze this data during inquiry meetings on their grade level 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. In the item analysis report, teachers see what questions the students had the most difficulty on as a class or individually and they adjust their instruction to reinforce a particular area of weakness. Teachers are using data to drive their instruction and focus on the areas that need the most attention, specifically reading comprehension.

4c. Our school is learning a lot of valuable information about ELLs from the Periodic Assessments. The ESL teachers have been trained in analyzing the data and then sharing it with classroom teachers. This prediction of how the student will do on the NYSESLAT drives instruction and helps find areas to focus on in order to improve student learning. The data is used to group students and set goals based on the areas where they need to improve. Analysis of the periodic assessment has shown that ELLs are not making enough progress

in writing. We are currently looking at supplemental programs to use with our ELLs who are not meeting the performance standards in writing.

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*.]

We are beginning to pilot a baseline assessment such as the GATEs McGinitie to gain valuable information about the pillars of literacy for our students. The data from the baseline will drive instruction in the classroom, support from the ESL teachers as well as intervention teachers as needed. This school we will have the services of three retired teachers as F status employees to provide academic intervention services.

The data provided from assessments in the classroom informs us of the current performance of ELLs as well as their progress in reading and literacy skills. When the data indicates that our current ELLs are scoring at a significantly lower level on the assessments than our non-ELLs, a committee consisting of the principal, assistant principal/special education supervisor, the school psychologist, the school social worker, occupational therapist, physical therapist, speech providers, ESL teachers, SAPIs counselor, guidance counselor, AIS/SETSS/IEP teacher, and classroom teachers meets to discuss ways to intervene. The results from assessments are also used to assess the need for Tier Two and Tier Three interventions.

- Tier 1 –Intervention in the classroom- small group, peer tutoring, guided reading groups targeted computer programs. Teachers use classroom assessment to determine academic areas in need of intervention.
- Tier 2- Intervention in addition to the classroom intervention- extended day program for students in grades 3-5, additional instruction twice a week for fifty minutes each day in groups of four to six students. Students are services in small groups of four to six students with assigned extended day teachers. In grades K-2, additional instruction is provided by AIS teachers and ESL teachers during the day. State test scores, local assessments and classroom assessments are used to determine student needs of tier 2 interventions. Programs include Wilson, Foundations, Targeted Guided Reading and Great Leaps Math program are used.
- Tier 3- Intervention after limited success of Tier 1 and Tier 2 interventions. Students receive targeted instruction in a small group of (1 to 3) students.
- In order for students to move from Tier 1 to Tier2 and above, teachers must present the students to the School Implementation Team.
- PS 206 has Arabic,Chinese Russian and Spanish speaking staff including teachers and paraprofessionals that assist in determining the need of services for students.
- All students including ELLs must complete Tier 1 through Tier 3 services before moving to the special education services.
- ELL Students that are referred for special education services are evaluated in their native language.
- We are currently in the process of reviewing ELAND procedures and have monthly meetings to discuss students' language acquisition and/or learning disability to determine the best approach to help them.

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

There are several factors we take into consideration to make sure that a child's second language development is considered in instructional decisions:

All units of study are written by the teachers and the teachers imbed the needs of the ELL learners into all units of study in all subject areas.

- We provide differentiated instruction in all classrooms education classes
- Provide multiple opportunities for communicating in all four modalities (reading, writing, listening, and speaking)
- We provide adequate wait time to all students to allow for the necessary time to process the information in their native language and then respond in English
- ESL and classroom teachers provide multiple scaffolds to help develop a child's second language acquisition while still providing access to grade appropriate content
- All of these strategies are used throughout the day, and during afterschool programs; not just in general or special education classes, but also during ESL classes, content and cluster classes, with related service providers, and when dealing with any and all staff
- Professional development opportunities throughout the year enable the ESL teachers to share strategies on second language acquisition with the staff in order to help teachers meet the needs of their ELLs.
- Visual scaffolds are used in ESL and general education classrooms in order to make the content more accessible to ELLs
- ELLs are often grouped by their native language for certain activities so they can help each other and respond in their native language

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).

There are a few ways that we evaluate the success of our programs for ELLs.

- We look at the data from many sources: NYSESLAT, results of the NYS ELA, Math, and Science assessments, conference notes, checklists, student work with rubrics, Fountas and Pinnell assessments, baseline and benchmark Unit assessments, and Scantron and performance tasks.
- Although the state report card is not out yet, we can look at the RLAT, and we can see how many students have made progress.
- When the state report card is released, we analyze the data to determine if we are meeting Annual Yearly Progress for ELL students. In the meantime, we use the data from the RLAT to determine student progress.
- We analyze the data to reveal which students are not meeting or not making progress. Factors that we consider include but are not limited to: student's home language, length of time in country, gaps in educational services (movement from DOE school to home country and back) SIFE status, attendance and socio-economic status. Based on our data, we provide support to student in school as well as the families.
- The trend in our school has been that our ELLs have made AYP on the NYSESLAT for the past several years and we are on target to continuing making AYP based on the state's targets. This is measured by the AMAO 1 (ELLs making progress) and AMAO 2 (ELLs scoring proficient).
- We also look at Mid-year progress reports that our school designed and sends home to parents in January.
- Data spreadsheets are collected monthly and contain current reading levels and conference notes that show us how much progress our ELLs are making.
- This broad range of assessment tools offer a wealth of information to help us determine how our ELLs are doing.
- We compare this data with data from general education students to see if there are any achievement gaps.
- We then make a plan and discuss students' strengths and weaknesses during common preps, grade meetings, and inquiry time.

## 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.

Here are the steps we follow for the initial identification of ELLs.

- When any new student comes to our school to register as a first time entrant into the NYC DOE, the school secretary calls in a trained pedagogue and or ELL coordinator, who administers the Home Language Survey.
- The teachers hold a valid NYS teaching certificate in TESOL
- This survey is filled out by one of these trained pedagogues.
- The survey is given to the parents in their choice of 15 languages found on the DOE's website under Offices & Programs-English Language Learners-Family Resources-Parent Information-The Home Language Identification Survey (HLIS).
- During this time, the trained pedagogue conducts an informal interview with the parent and child, in English and in the native language.
- If we do not have a translator available, we call the translation unit at (718) 752-7373 for over-the-phone translation services.
- The survey along with the interview will determine a child's home language.
- If it is determined that a child has a home language other than English: when answering 1 question on the HLIS (questions 1-4), 2 questions on the HLIS (questions 5-8), and the informal interview also reveals that another language is spoken at home.
- The HLIS form will then be completed with the appropriate OTELE ALPHA CODE, signed, and the child will be placed in a program. (In our school, the student will be placed into Freestanding ESL until the NYSITELL is completed.)
- If it is determined that a child speaks another language at home, the child is administered the NYSITELL by one of the licensed ESL teachers within the first 10 days of enrollment.
- Student's whose home language is considered Spanish and score below the proficiency level on the NYSITELL are also administered the Spanish LAB.
- If the student's score fall below the proficient cut score (based on hand-scoring of the NYSITELL then the parents receive an entitlement letter in both English and their native language which briefly explains that their child is considered an English Language Learner and the 3 program choices offered in the NYCDOE for ELLs. This also invites them to one of 3 parent orientations that we offer.
- If a student scores proficient on the NYSITELL then the parents are sent home a Non-entitlement letter.

- Copies of these letters are placed in the student's permanent CUM folder. (These forms are also found on the DOE OELL website.)

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 following structures are in place at our school to ensure that parents understand all three program choices.

- After a student is identified as an ELL-within the first 10 days of enrollment, an Entitlement letter, the Parent Survey and Program Selection form, as well as the Guide for Parents of English Language Learners brochure is sent home to the parents. (from the OELL's website)
- These are sent home in English and in one of 13 other languages.
- The Entitlement letter explains that the student was administered the NYSITELL and what their score is. It also briefly describes the 3 program choices (Transitional Bilingual Education, Dual Language, and Freestanding English as a Second Language) and it invites the parents to an orientation session.
- The brochure asks and answers frequently asked questions, describes the 3 program choices, and gives important information and ways parents can help and participate in their child's education.
- The Parent Survey and Program Selection form is the official form the ESL team collects to ensure parent's choice is honored for ELL programs and placement.
- Parents are strongly encouraged to attend an orientation session.
- Attendance is taken of who attends and is cross-referenced with a list of new ELLs to ensure all parents attend one of the orientations.
- Attendance records are collected and stored in the ESL data binder.
- Sessions are offered in the morning as well as in the afternoon in order to accommodate as many parents as possible.
- At these sessions, parents have the opportunity to ask questions to the ESL staff and the Parent Coordinator (B. Warner).
- We have translators available throughout the orientation process.
- The DOE's Parent Orientation Video is set up on ELMO projection screens and laptops in the student and teacher's cafeterias.
- Parents are grouped by language.
- The video is shown in all the necessary languages.
- After watching the video, parents have an opportunity to ask questions before they complete the Program Selection Form.
- The agenda includes: Welcome, Introductions of staff, Common Core Learning Standards, The ELL Identification Process, Scoring the NYSITELL , Overview of the 3 Program Choices, The Parent Video, Question & Answer, and Assistance with completing the Parent Program and Placement Form, and Next Steps.
- After we collect the completed forms, we compile the data to see what program choices the parents have selected.
- At this time, we are also actively collecting the forms from any ELL transfer student from their previous school, as well as looking at the parent choice of our continuing ELLs.
- A copy of all Parent Survey and Program Selection Forms are made. The original gets filed in the student's permanent CUM record and a copy is kept in a record keeping binder.
- The ESL team meets with the administration to make sure our program is in alignment with our parent's choice.
- All ELL students are placed in Freestanding ESL until a determination can be made as to which programs we will be offering for the current school year.
- An ELL Admissions Program Data Spreadsheet is utilized and the data is collected and compiled by the ELL coordinator, K. Beissel.
- Any parents that missed the orientation are called and offered a make-up session.
- These calls are made in their native language.
- ESL staff also goes to dismissal and tries to locate parents to personally invite them in for another orientation session.
- If they are available, the parents come in at dismissal time and a one-on-one orientation is held in the Parent Coordinator's room with one of the ESL teachers.
- For the remainder of the 10 days, parents are called in for one-on-one meetings and the same information and video that was shared at the orientation is shared with them.
- If a parent chooses a program that is not currently offered at the school, the ESL staff will notify the parent that their choice is not available and provide them with two options:
  - o The parent can choose to keep their child enrolled at our school in a program that is available.
  - o Or the parent can decide to transfer their child to a school where their program is currently available. If parents choose this option, the ESL teacher will contact the Office of English Language Learners [ELLPROGRAMTRANSFERS@schools.nyc.gov](mailto:ELLPROGRAMTRANSFERS@schools.nyc.gov) which will coordinate the transfer with the Office of Student Enrollment.
- A record will be kept of the parent's response.
- Within 20 days of enrollment, Pupil Accounting Secretary will enter the parent's choice on the ELPC screen in ATS.

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).

Once a student is identified as an ELL, based on hand-scoring of the NYSITELL, entitlement letters are sent out in both English and in the native language (when available) by the ESL staff.

- The ESL staff distributes the letters with a tear-off sheet attached that the students are required to return to school the following day.
- The Parent Survey and Program Selection forms are attached to this letter and are collected at one of the orientation meetings.
- If a parent misses the meeting, the ESL team calls the home, or speaks to the parent at dismissal to invite them to another session, or a one-on-one meeting.
- The Parent Survey and Program Selection forms are collected at the orientation sessions by ESL teachers.
- Copies are put in a record keeping binder that is located in the ELL coordinator's room labeled (ESL Compliance 2015-16) and the originals are placed in the permanent CUM record.
- In the event that a parent does not return the form and after all attempts have been exhausted, the student's choice would be marked in ATS as "No Parent Survey & Program Selection Form" but would be counted as the default-Transitional Bilingual Education-for the purposes of placement and program opening.

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.

Once a student is identified as an ELL, based on hand-scoring of the NYSITELL, entitlement letters are sent out in both English and in the native language (when available) by the ESL staff.

- The ESL staff distributes the letters with a tear-off sheet attached that the students are required to return to school the following day.
- The Parent Survey and Program Selection forms are attached to this letter and are collected at one of the orientation meetings.
- If a parent misses the meeting, the ESL team calls the home, or speaks to the parent at dismissal to invite them to another session, or a one-on-one meeting.
- The Parent Survey and Program Selection forms are collected at the orientation sessions by d. Martinovic
- Copies are put in a record keeping binder that is located in the ELL coordinator's room labeled (ESL Compliance 2015-2016) and the originals are placed in the permanent CUM record.
- In the event that a parent does not return the form and after all attempts have been exhausted, the student's choice would be marked in ATS as "No Parent Survey & Program Selection Form" but would be counted as the default-Transitional Bilingual Education-for the purposes of placement and program opening.

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).

Once a student is identified as an ELL, based on hand-scoring of the LAB-R, entitlement letters are sent out in both English and in the native language (when available) by the ESL staff.

- The ESL staff distributes the letters with a tear-off sheet attached that the students are required to return to school the following day.
- The Parent Survey and Program Selection forms are attached to this letter and are collected at one of the orientation meetings.
- If a parent misses the meeting, the ESL team calls the home, or speaks to the parent at dismissal to invite them to another session, or a one-on-one meeting.
- The Parent Survey and Program Selection forms are collected at the orientation sessions by D. Martinovic I.
- Copies are put in a record keeping binder that is located in the ELL coordinator's room labeled (ESL Compliance 2015-16) and the originals are placed in the permanent CUM record.
- In the event that a parent does not return the form and after all attempts have been exhausted, the student's choice would be marked in ATS as "No Parent Survey & Program Selection Form" but would be counted as the default-Transitional Bilingual Education-for the purposes of placement and program opening.

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.

September 2015- Parent Orientation and Presentation by ESL teacher and parent coordinator

Ongoing orientation throughout the school year as new admits arrive at the school

Outreach by school staff for the attendance during parent orientation and parent outreach Tuesdays.

Translation by school staff(Russian, Arabic, Spanish, Chinese )

Use of translation services for additional languages

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 Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
- : Once a student is identified as an ELL, based on hand-scoring of the NYSITELL, entitlement letters are sent out in both English and in the native language (when available) by the ESL staff.
- The ESL staff distributes the letters with a tear-off sheet attached that the students are required to return to school the following day.
  - The Parent Survey and Program Selection forms are attached to this letter and are collected at one of the orientation meetings.
  - If a parent misses the meeting, the ESL team calls the home, or speaks to the parent at dismissal to invite them to another session, or a one-on-one meeting.
  - The Parent Survey and Program Selection forms are collected at the orientation sessions by D. Martinovic .
  - Copies are put in a record keeping binder that is located in the ELL coordinator's room labeled (ESL Compliance 2015-2016 and the originals are placed in the permanent CUM record.
  - In the event that a parent does not return the form and after all attempts have been exhausted, the student's choice would be marked in ATS as "No Parent Survey & Program Selection Form" but would be counted as the default-Transitional Bilingual Education-for the purposes of placement and program opening.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. School staff reviews all cum records and ATS. Outreach is documented and reviewed. There are monthly parent activities and parent outreach on Tuesdays for outreach,
9. Describe how your school ensures that placement parent notification letters are distributed.  
Letters are given out to the students, mailed to parents and there is follow up phone calls to parents.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
Files are kept by the school ESL coordinator. The assistant principal monitors the work done by the ESL coordinator.
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.  
RLAT reports are generated and reviewed by ESL staff, test coordinator and administration to insure that all ELLs are tested. ESL staff administer all parts of the NYSESLAT based on the state and city testing protocols as outlined in the SAM and City Test Memorandums
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
ESL coordinator generates and tracks all letters under the supervision of the administration
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 trend for the school is ENL with both push in and pull models.  
The school wil continue to base ESL instruction based on the parent survey and program selection forms.  
The parents will receive several workshops on the programs to insure complete knowledge of all options.

## 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.

his year, in order to meet the needs of all our English Language Learners, the ESL staff met with administration to discuss the vision for our ELLs to succeed in school.

    - Our school strives to have successful programs for our ELLs. In our school, everyone believes that all children can learn, including our ELLs and ELLs with special needs. We set high expectations for our ELLs, by providing them with grade level materials while scaffolding instruction to make the curriculum accessible to all students.
    - Administrators, ESL teachers, and classroom teachers all continuously monitor student progress. We do this by analyzing the following data during grade conferences and inquiry time: ELL periodic assessment, NYSESLAT, F&P, NYS scores, performance assessments, conference notes, and teacher observations.
    - The ESL staff knows our ELLs very well. We know the relationships between and among our students. Many of our students have siblings in the school, have graduated from the school, or are coming to the school in the future. By knowing our families personally, we develop a bond with these families which makes communicating and working together easier.
    - ESL teachers have common preps with the teachers of the classes they serve, so there is ample time to discuss and plan together. Administrators routinely attend grade conferences, inquiry time, and common prep periods so they are kept aware of the progress of our ELLs in both the ESL classes as well as in their regular classes.
    - Teachers support and learn from each other by sharing best practices, turn keying new information learned at conferences, workshops, and professional development opportunities, and providing suggestions and feedback to teachers on instructional strategies to best meet the needs of ELLs. We do this to support language proficiency without sacrificing content instruction.
    - All our staff is supportive and responsible to enrich the language development of our students. From administration, teachers, paraprofessionals, school aides, to supporting staff and out of classroom personnel, the entire school models correct communication skills throughout the school day.
    - Administration allocates funds for ELLs as a way to ensure teachers are working together to close the achievement gap between ELLs and non-ELLs. Professional development is encouraged and participants are required to turn key new information to their colleagues. Professional communities established through inquiry allow teachers to look at data and analyze it so we can move our ELLs forward.
    - Every lesson is aligned to the CCLS. This is true in all classes: general education, special education, and ESL classes. The ESL team aligns instruction with grade level standards and materials while incorporating the NYS ESL standards and performance indicators. We are also in the process of evaluating the New Language Arts Progressions (ESL/New Language) and incorporating them into our curriculum.
    - One final way our school strives to provide high quality programming for our ELLs is to have a strong parent/family component. We achieve this by providing multiple opportunities for parents to participate in their child's education. More of this will be discussed in the parent involvement section of this document.
    - After all these components were taken into consideration, the administration in conjunction with the ESL department decided on the providing the following instructional models for our ELLs:
      1. a. Instruction is delivered through one of two organizational ESL models: push-in, or pull-out.
      - Students are heterogeneously grouped in their classes-with a mix of ELLs, FELLs, and Non-ELLs.
      1. b. All beginners are put in homogeneous ESL groups-according to grade level-or grade bands (kindergarten, grade 1-2, grade 3-4, and grade 5). These groups are pulled-out by one of 2 licensed ESL teachers to work on language acquisition for a minimum of 360 minutes per week.
      - The intermediate students are grouped in the same way-and are pulled-out. The work that the ESL teachers do with these students supplements the grade level curriculum. ESL best practices and strategies are used throughout the instruction to help students have equal access to their schoolwork so they can work towards the standards for a minimum of 360 periods per week.
      - For the students who are advanced-the ESL teachers push-in to their classes and co-teach to assist ELLs with writing. (We chose this modality based on NYSESLAT, State ELA, and teacher data which shows that the writing modality is the hardest modality for students to become proficient in.
      - Our Freestanding ESL Program is a rigorous, systematic program of English language instruction using second language acquisition methodologies such as: The Natural Approach, providing access to content area instruction through the use of various instructional supports, e.g., scaffolding (modeling, bridging, contextualization, schema building, graphic organizers, questioning, text re-presentation, metacognition and working in cooperative groups) the Balanced Literacy model,

and thematic units of study.

- This program provides our English Language Learners with instruction in English, emphasizing English-language acquisition.
- New York State regulations determine how many units of ESL instruction each student receives according to his or her English proficiency level on the New York State English as a Second Language Achievement Test.
- All ELLs participate and are afforded equal access to all school programs including the general education and special education population.
- All ELLs are expected to engage in their daily lessons and participate in activities that are fully aligned to the Common Core Learning Standards.
- Our entire ESL program features high quality instructional practices that assist in the academic development and achievement of ELLs.
- Our classes have both an ESL instructional component that is based on the New York State ESL Standards and aligns to the Common Core Learning Standards.
- All ELLs participate in a comprehensive approach to Balanced Literacy and Math. The Balanced Literacy components include: Think-Aloud, Read Aloud, Accountable Talk, Shared Reading/Writing, Guided Reading/Writing, and Independent Reading/Writing.
- In Math teachers utilize the EngagenNY math using manipulatives and a workshop model.
- All ELLs are placed in print rich classrooms with leveled libraries.
- Teachers provide instruction to engage ELL students in rigorous academic activities that promote conceptual and linguistic development in all disciplinary areas such as science, social studies, the arts, physical education and technology to achieve college and career readiness skills.

b. TBE program. *If applicable.*

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)?

Our staff is organized to ensure that all students receive at least the minimum mandated number of instructional minutes as required by CR Part 154.

- In order to do this, before school starts, the ESL staff and the administration looks at the NYSESLAT data and groups the students by grade level and proficiency level.
- We then add in all the new admits and transfer students within the first 10 days of enrollment.
- We ensure all students are identified by running the RLAT in ATS. This report gives us the scores on the NYSESLAT so we can verify that all students are put on the entitled list to be serviced.

The number of students and periods will be determined when we receive NYSITELL and NYSESLAT results.

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.

Content areas are taught in English with native language support in all our program models: pull-out, push-in, and self-contained in order to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

- ELL students receive content area instruction in alignment with the units of study and curriculum of their current grade level.
- All teachers are trained to use data assessment to drive and plan differentiated instruction in ELA and the content areas to meet the needs of their students.
- Native language support is used throughout content area instruction by providing translated versions of assessments, visuals, realia, bilingual dictionaries, and word for word glossaries.
- Best practices and ESL strategies are used to make all content accessible to all our students.
- Scaffolding techniques are incorporated into each lesson to help ELLs meet the rigorous standards that are required of them.

As students develop their vocabulary, language, and academic content, scaffolding begins to change as students take more ownership of their learning.

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

ELLs are evaluated in their native language throughout the year in several ways.

- Classroom teachers allow students to respond to questions in their native language-both in class discussions and on formal tests.
- Classroom libraries contain literature in students' native languages.

- Students can give answers orally and the information is translated back into English and they can also write their answers in their native language and it will be translated.
- Also, native language exams are given for New York State Math and Science tests when it is helpful to the student.
- Whenever possible, exams are given in a student's native language, and if no paper exam is available, the student has the exam translated into his/her native language ensuring that all students are assessed on the content, regardless of their English proficiency.
- Word-for-word glossaries are utilized in grades 3-5 to help students make the input comprehensible.
- A review of the data from two content areas, English Language Arts and Mathematics show that a majority of our ELLs that have taken standardized tests have not scored as well as native speakers.
- We feel that the results are better in Math than in the ELA because, the ELA requires higher reading skills.
- Uncommon vocabulary, non-literal usage (idioms), complex sentence structures, uncommon genres, and multi-clausal processing are all barriers that can create a gap between performance of ELLs and non-ELL students.
- It is that reason why we offer multiple opportunities for students to be assessed on their knowledge of the content being taught throughout the year.

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

ELLs are appropriately evaluated using all four modalities throughout the school year.

- When developing unit plans and curriculum maps, classroom teachers and ESL teachers work together looking at the CCLS.
- All units have Language Standards as well as Speaking and Listening Standards incorporated into them.
- Rubrics are created that are linked to the CCLS.
- Students are assessed in speaking and listening as well as reading and writing continually throughout the school year.
- Often, teachers will record a student's oral answers and then provide feedback to the student so they can hear and monitor their speech performance-this allows the student to think about their answers and hear them in a whole new way.
- Teachers conference with students and keep notes on their verbal responses as well as written
- Checklists are created in conjunction with the ESL teachers and classroom teachers.
- These checklists focus on all four modalities of literacy.
- Teachers allow ELLs to utilize their testing modifications for all major assessments in class throughout the year. By doing this, they are comfortable with the testing conditions well ahead of any high stakes test.

In addition, former ELLs are also given testing accommodations for up to two years after they score proficient on the NYSESLAT.

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

- SIFE
- Newcomer
- Developing
- Long Term
- Former ELLs up to two years after exiting ELL status

There are numerous ways we differentiate for our ELLs on a daily basis. Many factors are taken into consideration when teachers plan for their ELLs. Their proficiency level, the amount of time they have been in the country, whether they have had any interrupted education, and their literary level in their native language all come into play.

A. Students with Interrupted Formal Education: (according to CR Part 154, SIFE is defined as students who: come from a home in which a language other than English is spoken and enter a school in the US after grade 2; or are immigrant students and enter a school in the US after grade 2 have had at least two years less schooling than their peers; function at least two years below expected grade level in reading and mathematics; and, may be preliterate in their first language) or in the scenario where a student returns to his native country and attends school with no English language instruction and then comes back to our school, attention must be given to address the learning gaps in his/her instruction. Our instructional plan for the situation where we have SIFE students is made in conjunction with the parents, ESL staff, the administration, the classroom teacher(s), AIS teacher, and guidance counselor.

- SIFE students need intensive special support and assistance.
- Whenever available, SIFE students are placed in the ICT class to have the benefit of having two teachers and often a paraprofessional as well to provide extra support.
- After taking everything into account, one option is to place the student in a lower grade. This is done on a case by case basis and with informed parental consent.
- When placing the student in a lower grade is not an option, instruction will be accommodated by providing an extra period of ESL daily, as needed, in addition to the mandated unit as per CR Part 154 regulations, providing academic intervention services from our AIS teacher, providing counseling services by the guidance counselor, attending the extended day program for small group instruction based on assessed needs, attending after-school reading/math programs to improve literacy and math skills, attending our ESL Title III after-school program and providing access to computer assisted language

learning programs.

B. At PS 206 we are constantly differentiating instruction for all our ELL subgroups.

- Newcomers are students who have recently immigrated and have very limited English language skills.
- They are at the Pre-Production stage of Second Language Acquisition.
- Instruction is modified for newcomers by focusing on building vocabulary, developing listening comprehension, modeling reading and writing, using visuals, realia, and providing active contextualized engagement activities.
- A combination of different second language acquisition strategies (The Natural Approach, TPR, scaffolding) are used to introduce the students to school routines and basic English language skills.
- At this stage, teachers may utilize the student's native language to ensure the students' understanding of content area subjects while the student is acquiring English.
- We are fortunate to have available bilingual picture dictionaries on CDs in many of the languages spoken at our school.
- In addition, newcomers have access to computer assisted language for our ELLs and former ELLs.
- We also provide a collection of bilingual/native language reading books in the self-contained ESL classrooms and in the school library that newcomers can check out to read during the reading block or to take home.
- The amount of time a student stays in this or any stage varies from student to student. Therefore, a summary of how we address the needs of newcomers (in our schools for less than three years) at the various stages of second language acquisition is included here.
- As students progress in their acquisition of English, they move to the Early Production Stage.
- o At this stage, beginner students are beginning to put simple sentences together but still have limited comprehension of English.
- o The focus of instruction for beginners is vocabulary building.
- o This is done through:
  - modeling reading and writing through read aloud and think aloud
  - pairing beginners with a more dominate English speaker who can provide good modeling
  - providing cooperative group activities that beginners can participate in by performing tasks such as listing, labeling, categorizing, responding and answering questions
- supporting shared reading and writing with visuals
- demonstrations
- participating in shared experiences
- planning instruction around themes to maximize opportunities for ELLs to acquire language and concepts
- differentiating instruction by incorporating a variety of scaffolding techniques to meet the needs of students
- introducing and developing vocabulary visually by using picture dictionaries and other visual aids
- encouraging ELLs to use bilingual dictionaries for native language support during reading and writing activities in order to clarify meaning
- During Speech Emergence, Intermediate students are able to respond in simple sentences and have greater receptive skills in comparison to their expressive abilities.
- o Instruction for Intermediate students will focus on activities that are designed to:
  - develop higher level of language use in the content areas
  - expanding vocabulary
  - clarifying teaching reading comprehension strategies (summarizing, sequencing, inferring, comparing and contrasting, drawing conclusions, self-questioning, problem solving, relating background knowledge, distinguishing between fact and opinion, finding the main idea)
  - scaffolding academic language
  - modeling a think aloud
  - verbalizing a confusing point
  - partnering ELLs with more dominate English speakers that can provide good modeling
  - The writing process is broken down into stages:
- o This process always starts with brainstorming activities that are visually displayed via graphic organizers.
- o Grammar, spelling and punctuation rules are taught, as well as, the format for writing essays, reports, poetry and letters.
- o Teachers confer with students to identify strengths and weaknesses. These conferences provide new teaching points for new mini-lessons based on students' needs.
- o Small group strategy lessons are conducted for students who exhibit similar strengths and weaknesses.
- o Teachers encourage students to develop their writing skills in their native language so they can transfer these skills when they are writing in English.
- o After students have revised and edited their writing pieces they celebrate their work through a publishing

celebration.

- During Intermediate Fluency, the fourth stage in second language acquisition, advanced students demonstrate greater control of the English language and produce complex sentences expected of a native speaker.
- o Although these students are much more fluent they still need support in reading and writing.
- o The focus of instruction for Advanced students includes:
  - using scaffolding activities during pre-reading and post reading activities
  - teaching reading and writing through purposeful activities rich in context and built on shared experiences through thematic units of study
  - providing learning activities that can be accomplished by forming small groups in a structure that encourages mutual cooperation
  - o The ESL teacher works closely with classroom teachers to achieve the following goals:
    - provide academic content-area instruction in English
    - using ESL methodology and instructional strategies
    - using native language support to make content comprehensible
    - assisting students to achieve the state-designated level of English proficiency for their grade
- C. Students who require services for 4-6 years are formally identified every September when we analyze our data.
  - The assistant principal and ESL teacher along with input from previous and current classroom teachers meet to discuss each student that falls into this sub-group.
  - Various data such as NYSESLAT scores, ELA state assessments, Acuity ITAs and periodic assessments, conference notes, kid watching and rubrics are all considered and examined to determine why a student has not scored proficient on the NYSESLAT and therefore are still entitled to ESL services.
  - Students are then grouped into several different categories and a plan is developed to meet the needs of each student.
    - Most of the students in our school who require 4-6 years of ESL instruction fall into four categories:
      - o LEP students with disabilities whose IEP recommends ESL or bilingual instruction
      - o LEP students held over in grade
      - o LEP students who have not met the performance standard in reading
      - o LEP students who have not met the performance standard in writing.
    - When an ESL student has been enrolled in an English Language School System for more than two years, they no longer have promotional criteria based on their ELL status and therefore can be held over if they do not meet grade level standards.
    - For students who are identified as needing extension of services (4-6 years) because they did not meet the performance standard because they are held over s/he begins receiving Academic Intervention Services (AIS) by one of the specially trained AIS teachers in addition to the instruction they receive from a certified ESL teacher.
    - These teachers work collaboratively to meet the needs of the held over LEP student based on data from NYSESLAT exams, item analysis from state assessments, Periodic Assessments, Fountas and Pinnell assessments, and AIS assessments.
    - These students are discussed at monthly School Implementation Team meetings to ensure progress is being made in Reading, Writing, Listening, and Speaking.
    - Classroom teachers and ESL teachers work with students individually and in small groups using a variety of researched based programs while incorporating ESL methodologies.
    - Programs that are used could include but are not limited to: Wilson Reading System, Foundations, Just Words, Options, Great Leaps Reading, Fountas and Pinnell Leveled Literacy Intervention, Houghton Mifflin Leveled Readers, Think Alongs, ReadyGen, Great Leaps Math, Reading Streets, Time for Kids, REACH by National Geographic, Benchmark, and Primary Phonics.
    - Computer programs are also used to help students work towards grade level expectations. These programs include AWARD reading, Aerobics, and Lexia.
    - These students receive this additional instruction and support during the school day and during extended day from their certified classroom teacher, ESL teacher, and AIS teacher.
    - For the students who fall into the sub-group of not meeting the standard in reading both the classroom teachers and ESL teachers work collaboratively to improve reading comprehension, fluency, accuracy, and decoding skills by using the workshop model as a foundation of all reading instruction.
    - Students are grouped according to their reading level (as measured by Fountas and Pinnell) and according to the skill they are working on.
    - These groups are flexible and constantly changing based upon conferencing, kid watching, and assessing (both formally with running records and comprehension questions and informally) to make sure the student is working toward the

goal set by the teacher together with the student.

- During push-in and pull-out classes, ESL and classroom teachers provide differentiated instruction with scaffolding during whole class, small group, and individual conferences to meet the students' needs.
- All teachers incorporate a variety of texts in all genres on all reading levels to help the students grasp the skills and strategies needed to become a proficient reader.
- All lessons are aligned to the CCLS to ensure that students have access to grade level texts.
- Short-term and long-term goals are set for each student with the ESL teacher and classroom teacher.
- All students participate in reading instruction a minimum of eight hours a week.
- For those students who do not meet the performance standard in writing, ESL teachers and classroom teachers provide various rigorous and multiple writing opportunities throughout the day using the workshop model for a foundation of all writing instruction through shared writing, interactive writing, guided writing, and independent writing.
- Curriculum maps have been designed by grade level teams with input from the ESL staff that incorporate the CCLS.
- Teachers confer with students one-on-one and then group students according to specific strategies that need to be practiced and mastered.
- Mentor texts are used to introduce the new genre of the unit.
- Each new writing unit begins with an on-demand writing task and culminates with a writing piece that shows the entire process.
- A schedule is developed starting with the publishing date and teachers work backward when planning to ensure each step of the writing process is taught.
- Struggling writers are taught to stretch out words, chunk sounds and write what they hear using the Foundations program during word study and throughout the day from the ESL teacher and classroom teacher.
- Personalized word walls with visual supports are used to help individualize instruction and assist students with their daily writing.
- Content and unit specific vocabulary is displayed in alphaboxes to aid in developing academic vocabulary.
- Students participate in writing instruction a minimum of four periods a week.

D. Instruction for Long-Term ELLs (enrolled for more than six years) is focused on:

- Immersing students in a print-filled environment
- Providing context-enriching activities
- Engaging students in small group activities
- Providing multiple opportunities for students to learn through modeling
- Modifying materials, activities, and assignments based on level of proficiency
- Modifying lessons to develop skills in all the modalities
- Address different learning styles and provide AIS during Extended Day
- Classroom teachers and ESL teachers work with students individually and in small groups using a variety of researched based programs while incorporating ESL methodologies.
- Programs that are used could include but are not limited to: Wilson Reading System, Foundations, Just Words, Options, Great Leaps Reading, Fountas and Pinnell Leveled Literacy Intervention, Houghton Mifflin Leveled Readers, Think Alongs, ReadyGen, Great Leaps Math, Reading Streets, Time for Kids, REACH by National Geographic, Benchmark, Aerobics, and Primary Phonics.
- Computer programs are also used to help students work towards grade level expectations. These programs include AWARD reading, and Lexia.
- These students receive this additional instruction and support during the school day and during extended day from their certified classroom teacher, ESL teacher, and AIS teacher.

E. Although former ELLs are not required to receive mandated ESL instruction, we schedule time in our program to include this transitional group. Former ELLs are pulled out for AIS instruction-as needed. They are placed in general education classes that are heterogeneously mixed. When the ESL teacher pushes-in or pulls a group out, former ELLs that are having difficulty are identified and they receive additional services by an ESL teacher.

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.

There are numerous instructional strategies and grade-level materials that teachers of ELLs and SWD use that both provide access to academic content areas and accelerate English language development depending on the student's level of language acquisition.

- All special education teachers are trained in and implement ESL methodologies throughout the day. ESL strategies that teachers use include-but are not limited to- Total Physical Response (TPR), modeled talk, interactive writing, dramatic play, guided reading, read aloud, recorded books and videos, and the use of realia (real world objects that can be manipulated.)
- Instruction from both the Special education teacher, general education teacher and the ESL teacher in the least restrictive environment incorporates various learning styles to meet the needs of all students.
- Strategies used for auditory learners include: interviewing and giving oral reports, visual learners can use computer graphics, maps, charts, posters, cartoons, diagrams, graphic organizers, and pictures.
- For tactile learners who learn best by touching teachers will allow students to create dioramas, make models, draw, and create with clay.
- Kinesthetic learners will use their whole body and move to help them learn. They act out vocabulary words, stories they are familiar with, and their own writing.
- All teachers work together along with additional service providers to help these students acquire the English language.
- Both students who are in self-contained classrooms and students who are in inclusion classes are serviced in the least restrictive environment because they are part of mainstream ESL pull out classes.

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?

Our school uses curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment.

- We have placed our ELLs with special needs in special education self-contained classes and in Integrated Co-Teaching classrooms as per their IEP.
- Our special needs ELLs receive ESL instruction from our licensed ESL pull-out teacher in addition to support services as per their IEP.
- This enables us to meet the needs of this specific population by allowing for a majority of instruction to occur in small groups.
- Lessons for students with special needs are modified to address different learning styles, incorporating assistive technology via our Award Reading computer software programs and using a variety of scaffolding techniques.

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?

Students are serviced based on IEP needs not program needs. Students are mainstreamed and placed in the least restrictive environment.

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  | STAND-ALONE ENL<br>K-12 Certified ESOL teacher |   | INTEGRATED ENL – 1 Dually Certified Teacher<br>ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications<br>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)<br>A certified ESOL teacher and a K-6 certified elementary school teacher<br>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   | STAND-ALONE ENL<br>Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study |   | INTEGRATED ENL<br>Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies  |  |   |
| STAFFING/ PERSONNEL  | STAND-ALONE ENL<br>K-12 Certified ESOL Teacher  |   | INTEGRATED ENL – 1 Dually Certified Teacher<br>ESOL or Content Area (7-12) teacher who holds both certifications<br>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)<br>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.

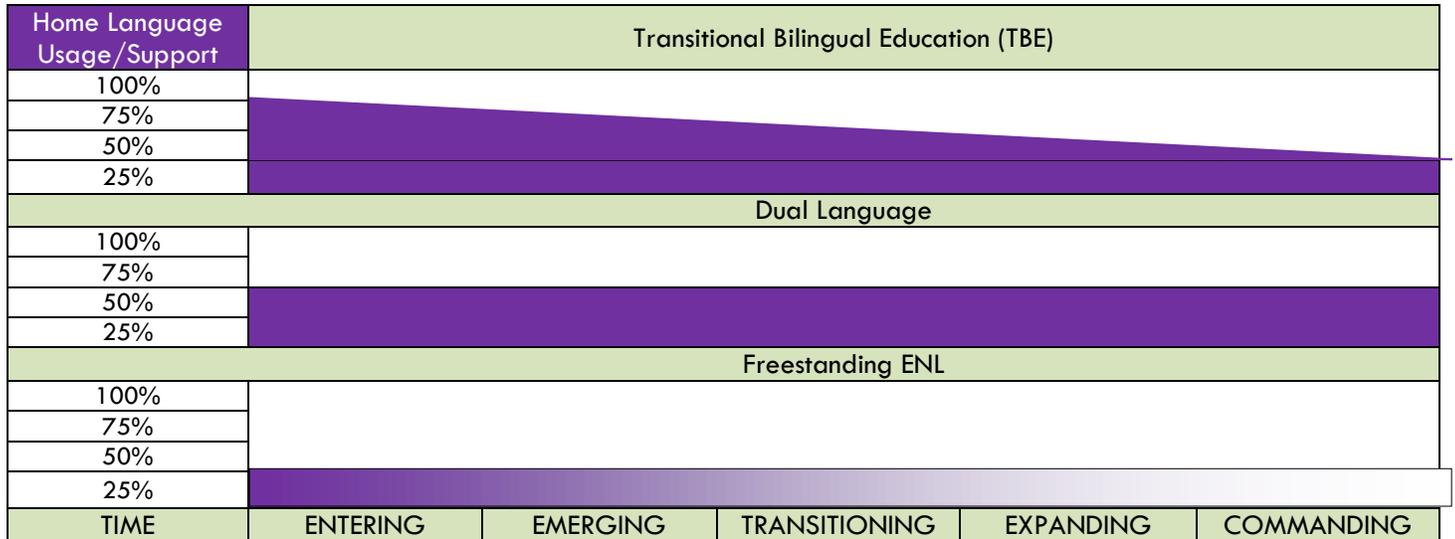


\*Note “other approved services” does not apply to New York City at this time.

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. The targeted intervention programs for ELLs in ELA, math, and other content areas are available to students during extended day. These AIS groups offer a very low student-teacher ratio. Students are grouped based on their ELA level, their NYSESLAT proficiency level, their F & P reading level and several other risk factors. All ELLs who fall into one of the risk factor categories are required to attend. This includes beginners, ELLs with special needs, SIFE, and long-term ELLs. Programs include Wilson, Foundations, Targeted Guided Reading and Great Leaps Math program. All intervention programs are taught in English with native language support. ELL students will be assessed by the universal screening tool and serviced by the AIS team (AIS teachers and paraprofessionals targeted instruction in conjunction with the ESL teachers).
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development. Our current program is effective with meeting the needs of the students based on their growth in all assessments. However, we are increasing the amount of time ESL teachers will be pushing into the classroom rather than pulling out of the classroom based on the students performance level. Pre and Post Assessments will be given to all students and with a focus on ELL and FELL data to monitor the progress. Modifications are written into all unit plans for ELLs and FELLs. Adjustments to the plans are made based on ongoing assessment.
12. What new programs or improvements will be considered for the upcoming school year? We are looking into several new programs to implement with targeted students during our title III program in conjunction with the AIS team.
13. What programs/services for ELLs will be discontinued and why? We are not considering discontinuing any ELL programs or services at this time.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building. We ensure that all ELLs are afforded equal access to all after school programs by having them at times that do not conflict with other programs. For example, our Title III program is run on Mondays, a day that we do not have extended day and there are no other extracurricular activities being offered. ELLs are invited to participate in after school dance programs by CASA and Community Works. ELLs are entitled to extended day programs, AIS, and differentiated instruction throughout the day in both ESL and regular classrooms. As enrichment, all ELLs are invited to participate in the annual student-staff kick ball game and the annual school talent show as well as all school programs that are run at night: Pajama Read Aloud, Halloween Dance and Halloween Night, Family Game Night, Family Craft Night, 2 Field Days for grades K-2 and 3-5, Family Movie night and of course, the Title III Program and ELL Family Night. A new program that we instituted this year is our International Food Night. This is an opportunity where we celebrate our different cultures and tastes. ELL families are encouraged to make traditional food to showcase and share with our school community. In order to get students college and career ready we are going to offer after school AP classes in math and test sophistication in the Spring. We ensure that these programs are not scheduled on any holidays or on the weekends, when many of our students have other commitments.
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. There are many instructional materials that are used to support our ELLs.
- All classrooms are equipped with computer centers.
  - ELMO projectors are in every classroom.
  - There are class sets of laptops on each floor.
  - All classrooms have SMART boards or in the process of having smart boards installed.
  - The computer lab is in the process of being updated for the entire school to have access to.
  - Dictionaries and glossaries in student's native language are used in content area instruction as well as during assessments.
  - Realia, pictures, manipulatives, magazines, newspapers, and books, are utilized in every classroom in the building to help scaffold instruction when needed for ELLs.
  - The Award reading program is utilized in all ESL classes, and many general education and special education classrooms.
  - Our school has a site license for Brainpop which provides animated videos to bring content to life.
  - Teachers also use preapproved videos from the internet to show real world examples of topics they are studying (i.e.- hurricanes, volcanoes, biology topics, etc.)
  - ReadingA-Z.com and Starfall.com are also used in kindergarten and first grade classes to improve phonemic awareness, print concepts, reading comprehension and fluency.
16. How is home language support delivered in each program model (DL, TBE, and ENL)? Native language support is incorporated into ESL instruction throughout the day. We accomplish this several ways. One strategy we utilize is partnering ELLs with a native language speaker. We provide word-to-word glossaries and bilingual dictionaries in

students' native languages. We have books in classroom libraries in their native language. We provide translators-either peer or staff members when needed. During class discussions, group instruction, small group instruction, or one-on-one, students can use a variety of ways of communicating-pictures, representations, drawings, technology programs that offer translations and an interpreter to help them in both languages.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

All required services and resources correspond to ELL's ages and grade levels as per CR-Part 154 and are scaffolded using ELS methodologies and best practices. The ESL teachers use the same Common Core Learning Standards that classroom teachers use to plan lessons and guide instruction. At times, we scaffold the content to make it more accessible to our newcomers by providing high interest, low readability articles and books. The ESL teacher collaborates with the classroom teacher and shares resources. These resources look like the resources that you would find in the general education class. (For example, you will not see cartoon ABC worksheets in a 5th grade class in our school.)

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).

PS 206 is dedicated to promoting a safe, comfortable and welcoming atmosphere for newly enrolled ELL students. Our plan to assist newly enrolled ELL students before the beginning of the school year includes the following:

- Early Registration for newly-enrolled students prior to the opening of school in September.
- Students who register in the last week of August get to meet with an ESL teacher (K. Beissel), parent coordinator (B. Warner), and/or assistant principal (J. Mendelsohn) and get a brief tour of the school. Students can see the main parts of the building, cluster classrooms, arrival and dismissal entrances and exits, and any other place so they can see how the school is run.
- After the HLS is administered, the child is given the NYSITELL before school starts.
- Parents have the opportunity to see one of the ESL classrooms and ask questions about our program. At that time, they are invited to the more formal, parent orientation meeting.
- For students who registered earlier in the summer or the previous spring, within the first ten days of school starting, the NYSITELL is administered to students whose home language is other than English.
- During the registration and NYSITELL process, ESL teachers, the pupil accounting secretary, the parent coordinator, administrators and translators work as a team to assist parents, address their concerns, understand and complete forms, test, and assign placements for ELL students.
- Classroom teachers have been trained to provide additional help to newly enrolled ELL students with their transition into a new environment. Newly enrolled ELLs are paired with a buddy student who speaks their language to help develop a support system for them. Our school has a large immigrant population so there are often many English speaking students in most classes who also speak the same native language as new ELL students. These students have proven very valuable in helping to assist the new ELLs.
- Students are partnered up with two other students to form triads so that during a discussion, the new student can participate in their native language and also benefit from listening to a genuine conversation in English.
- Starter packets are given to our older new admits that teaches them important information about their new school, their home, and the neighborhood.

19. What language electives are offered to ELLs?

We do not offer language electives to our ELLs.

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)?

Our school does not offer a Dual Language program because according to our Parent Survey and Program Selection Forms, ESL is the program model that a majority of the parents chose.

## 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.)

1.

The professional development plan for all ELL personnel (ESL teachers, general education, and special education teachers, cluster teachers, paraprofessionals, related service providers, guidance counselor, SAPIS worker, secretaries, and anyone else that have ELLs in their classes) is coordinated by our administration in conjunction with the staff. Teachers are encouraged to seek out Professional Development opportunities which they feel will help them become more effective teachers. The administrative staff collaborates to combine ideas and find opportunities for teachers to participate in effective professional development and planning for teachers. Teachers are rated on the Danielson rubric and when they are found to be highly effective in an area, these teachers are being utilized to present PD to other staff members in order to promote student progress and strengthen the staff's knowledge base in literacy, mathematics, social studies and science and in effective classroom practices to help all students meet the Common Core Learning Standards.

Professional development is presented by the principal, assistant principals, Network staff, Professional Development consultants and ESL teachers throughout the year at grade conferences, faculty conferences, and full day workshops. The tentative schedule for professional development for all personnel who work with ELLs is described below. The professional development is presented to the entire staff, including but not limited to: paraprofessionals, common branch teachers, cluster teachers, special education teachers, ESL teachers, Guidance counselor, psychologists, occupational and physical therapists, speech therapists and the parent coordinator. Professional Development is provided on Monday afternoons and Chancellor Conference Days.

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?

School principal is working with closely with the district, Borough support along with attending workshops at Fordham University to further develop the professional development of ENL teachers. Administration and teachers are attending ELL training as part of our partnership with Teachers College. Teachers College is supporting instruction with a focus on our ELL students.. Professional Development plan includes focus on ELL and former for all teachers,

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Support is given by the school team comprised of administration, ESL teachers, guidance counselor, parent coordinator and administration. Most of our students stay in the school and I have an elementary and middle school guidance counselor that work together as a team. The elementary guidance counselor works with elementary students going to middle school. The middle school guidance works with middle school to high school. The team of guidance counselors work closely with the ELL teachers

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.

Professional Development is done on a weekly basis and monitored by teacher teams and administration

## 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?

1.

At P.S. 206 we recognize the importance of parental involvement in the education of all of our students including the participation of our ELL parents. We offer many opportunities for all parents to learn about the curricula and education that their child receives.

- Parents are invited and welcomed into the school.
- The Parent Coordinator sends out a monthly newsletter and daily emails keeping parents informed about what is going on in the school and/or in the community.
- Each grade also sends out a newsletter with the units of study, strategies to help their children, and upcoming events.
- We keep parents informed of the children's academic progress (reading level and math level) through the academic updates sent home in October and April. We send home a mid-year Progress Report in January which was created by the school to provide parents more feedback in between the two report card distributions.
- In our report cards, parents receive the RISA report indicating the students' attendance data.
- We have a strong Parent Association and we have 8 parents that sit on the School Leadership Team.
- Many workshops specifically target ELL parents, such as ELL Parent Orientation meetings where parents are introduced to the different ELL programs, Title III meetings (orientation for ELL parents on Title III after-school programs and special ELL Family Events), and Title I parent meetings.
- All information that is distributed to the parents of ELLs is translated into as many languages as possible, and translations services are provided whenever needed.
- In addition, parents are invited and encouraged to participate in Family Game night where parents participate and learn the value of playing games with their children, Family Sports Night where parents participate and learn about different sports and activities they can play with their child teaching them the importance of physical activity, living a healthy lifestyle and good sportsmanship.
- Informational meetings to help students achieve in all academic areas are offered throughout the year. Informative testing meetings in both ELA, Math, and Science, SESIS meetings, Schoolnet meetings, STARS information, the School Implementation Team process and information, Promotional Criteria meetings, Middle School informational night, and Kindergarten Orientation meetings are a few ways that we help parents stay informed of the standards and high expectations that we expect from all our students.
- Enrichment programs and extracurricular activities such as: music concerts, Science Fair, Arts Fair, Kindergarten Fair, Transition from Pre-K to Kindergarten parent workshop, Pajama read aloud where Pre-K through grade 2 students read with their parents and friends on blankets spotlight the hard work of our students and shared with parents both during school and at night to accommodate all families.
- As a school we hold 2 evening fundraisers that have brought the school community together.
- Many families attend and look forward to joining the school community and supporting their child's school.
- Through our Halloween parties and Talent Show we have increased parent involvement and have raised funding to purchase extra materials and programs.
- We offer our non-English speaking parents an adult education class so that they can learn conversational English and speak to their family and school community members. This program is offered through the Department of Education's Adult and Continuing Education Program. Every year, the class is filled to capacity.

2.

Our school works with a variety of Community Based Organizations that provide programs or services for parents of English Language Learners.

- We teach the children the importance of being part of a community and helping others through our fundraisers for American Diabetes Association, American Heart Association, and St. Jude's children's hospital.
- Students collect pennies for Penny Harvest and collect canned goods for City Harvest.
- We have an affiliation with the Food Bank of New York. 20 classes are involved in Cookshop where the teachers teach the students about fruits, vegetables and healthy eating. This program also has a parent component (Cookshop for Families) where the Parent Coordinator holds a monthly class starting in January and parents learn the same curricula that their students are learning are provided with healthy recipes and are given the ingredients to go home and cook with their children.
- Our Parent Coordinator works closely with our local Brooklyn Public Library Branch to assist ELL parents in completing library card application forms and obtaining library cards.
- The Sheepshead Bay Brooklyn Public Library also offers free ESOL materials, classes and conversation groups which our

parents are happy to take advantage of.

- The Salt Marsh Nature Center in Marine Park serves a vital role in our neighborhood. The parent coordinator assists classroom teachers in arranging field trips to the Salt Marsh Nature Center and many ELL parents accompany their child on these visits.
- The Urban Park Rangers use the plants and animals of the salt marsh as object lessons in a variety of subjects, including ecology, botany, and ornithology.
- Also, our school offers several other workshops and meetings throughout the year that are presented by outside agencies.
- Weekly conversational English classes for ELL parents are offered through the Department of Education's Adult Education Services so ELL parents can improve their verbal and writing skills.
- The local precinct presents a Crime Prevention Workshop as well as attends our community safety meetings.
- The Department of Health presents a workshop entitled Healthy Homes which focuses on child safety. Many of our primary classes participate in Cookshop Classroom which also has a parent component where parents come to our school and learn how to cook healthy meals for their families and then the participating parents receive all the food necessary to make the meals in their own homes.
- Finally, Learning Leaders present a parent workshop on Storytelling and Bookmaking where parents learn how to incorporate these literacy activities at home with their children.
- We have a partnership with our local homeless shelter where we donate books, clothes, educational materials, and supplies to the families that are in transitional housing.
- We offer an afterschool program that is run by the Kingsbay Y five days a week. This program is housed onsite and provides educational assistance, extracurricular activities, and cultural activities for our students.

### 3.

We use data from parent surveys to evaluate the needs of parents of English Language Learners.

- We use data collected from the Home Language Survey, which we can also access through ATS's RAPL, so we can assess the oral and written language needs of our parents.
- The parent coordinator also makes every effort to reach out to parents of ELLs to discuss their concerns and questions with the help of translators.
- Parent Association meetings and School Leadership Team meetings offer a venue for parents to have their voices heard. Administration, Parent Coordinator, and school representatives at these meetings bring issues and concerns back to the ESL teachers and a plan is made to address the subject.
- Staff who serve as translators are paid to attend these meetings to translate in Arabic and Russian.
- Reflection forms are distributed to parents after workshops and used as exit slips to ensure that we are meeting their needs and addressing their concerns.
- From this data, many opportunities are provided to our ELL parents to become more involved in our school and their child's education.

### 4.

These parental involvement activities meet the needs of the ELL parents in several ways.

- They give parents an opportunity to interact with other parents from the community and the school.
- Parents can feel comfortable and not threatened because information is presented in English and is translated into their native language when needed.
- Parents learn valuable information at the meetings as well as have the opportunity to see their children interact with other classmates and school staff.
- These family nights, meetings, and information nights help our ELL parents become a part of their child's education which, in turn, will help the ELL family realize that they are an essential, integral part of our school community.

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.

Records are kept by parent coordinator, ESL coordinator and administration. Oral and written translation is available in Spanish, Arabic, Urdu, Chinese, Polish etc.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.  
Outline in number one
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?  
BCA, Junior Achievement, Cookshop for adults and students, adult ESL instruction
5. How do you evaluate the needs of the parents?  
Parent surveys and exit tickets from all activities and parent advisory council

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

We provide translation and activities to meet the needs of all students.

#### **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.

**School Name: PS/IS 206****School DBN: 22K206**

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) |
|----------------------|---|-----------|-----------------|
| Ellen Quigley        | Principal   |           | 10/30/15        |
| Nina Ishmael         | Assistant Principal                                   |           | 10/30/15        |
| Jennifer Hom         | Parent Coordinator                                    |           | 10/30/15        |
| Yana Shifrina Piljov | ENL/Bilingual Teacher                                 |           | 10/30/15        |
| Svetlana Shlyam      | Parent  |           | 10/30/15        |
| Jennifer Goldstein   | Teacher/Subject Area                                  |           | 10/30/15        |
| Karolina Baj         | Teacher/Subject Area                                  |           | 10/30/15        |
| Alfsonia Giordano    | Coach   |           | 10/30/15        |
|                      | Coach   |           | 1/1/01          |
| Elizabeth O'Sullivan | School Counselor                                      |           | 10/30/15        |
| Julia Bove           | Superintendent  |           | 10/30/15        |
| Aaron Perez          | Borough Field Support<br>Center Staff Member<br>_____ |           | 10/30/15        |
| Stephanie Puricelli  | Other <u>Speech</u>                                   |           | 10/30/15        |
|                      | Other _____   |           | 1/1/01          |
|                      | Other _____   |           | 1/1/01          |

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **22K** School Name: **PS/IS 206**  
Superintendent: **Julia Bove**

### 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.learnndoe.org/tiu/lac](http://www.learnndoe.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

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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.

We conduct our assessment of written translation and oral interpretation needs through our annual needs assessment survey, informal interviews of parents and staff, Parents' Preferred Language Survey, and data from the Home Language Survey that is filled out by every parent when they register a student in the New York City Department of Education. This document states any languages spoken in the student's home and provides an accurate census of the languages spoken by both the parents and students. The Home Language Survey also shows whether or not a child and his/her family speaks English to a proficiency level high enough to understand school communications without translations. These documents provide us with the necessary information needed to communicate with the parents in the parent's preferred language for both oral and written communication. This information is collected and entered into ATS by the Pupil Accounting Secretary. A report is run in ATS (RAPL) which shows the language of preference for oral and written communication. Teachers are given a list of the preferred language of the parents of the students in their class.

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.

The major findings of our school's written translation and oral interpretation needs were that parents, teachers, and school personnel indicated that there was a need for bilingual interpreters and translators and written translations of all important school communication to assist in communicating with non-English speaking parents. Below is a breakdown of the data collected from RAPL. The data suggests

that more parents are comfortable to have information that is presented orally in their native language. One reason for this, is because some of our parents are not literate in their native language. We inform the teachers of this information by giving them a class list. Next to each student a language is written which indicates what language the parents prefer to have verbal and written communication with the school.

| Languages | Spoken communication preference | Written communication preference |
|-----------|---------------------------------|----------------------------------|
| 1.        | Arabic                          |                                  |
| 2.        | Russian                         |                                  |
| 3.        | Spanish                         |                                  |
| 4.        | Uzbek                           |                                  |
| 5.        | Chinese                         |                                  |
| 6.        | Georgian                        |                                  |
| 7.        | Bengalil                        |                                  |
| 8.        | French                          |                                  |
| 9.        | Ukraine                         |                                  |
| 10.       | Urdu                            |                                  |
| 11.       | Polish                          |                                  |
| 12.       | Turkish                         |                                  |
| 13.       | Turkmen                         |                                  |

The majority of non - English proficient students and parents at PS/IS are Chinese and Russian speakers, but we also have a need for language translation and interpretation services for speakers of Spanish, Uzbek, Arabic, Georgian, Bengalil, French, Ukraine, Urdu, Polish, Turkish, Turkmen. Parents have mentioned that they often are unable to bring their own interpreters to school meetings. These findings were reported to the staff and parent coordinator so that accommodations can be made to prepare for written translations and oral interpretations in a timely manner. Also, the findings are reported at the school's leadership team meetings.

## 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.)

All Parent Letters  
 Report Cards  
 Progress Reports  
 Lunch Forms

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.

Parent Teacher Serptember, November, March, May  
Monthly Parent Workshops and Activities  
Teacher, Guidance, Nurse and Administrative calls home

### Part C: Providing Language Assistance Services

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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.

We plan to provide oral interpretation services in Arabic, Chinese, Russian, Spanish, Ukrainian and Georgian. We have available several bilingual teachers, paraprofessionals and parent volunteers who will help to meet the identified interpretation needs when communicating with non-English speaking parents such as:

- a. Making telephone calls to parents to obtain or provide specific information
  - b. Interpret at informal meetings between the family and the teacher
  - c. Interpret at formal meetings between the family and the teacher or administrator
  - d. Interpret at formal meetings between the family and the teacher to explain specific procedures or student difficulties
  - e. Interpret at formal meetings with members of the SBST to explain results and recommendations to the family
  - f. Interpret at orientation meetings for parents of newly-arrived English Language Learners
- If we are unable to provide our own in-house oral interpretation services, we will obtain over-the-phone interpretation services provided by the DOE to assist in communicating with a non-English speaking parent

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.

In house by staff if possible or over the phone when needed

### 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.)

Professional Development will be provided through the translation guides and I speak cards. All materials will be provided at meetings and professional development throughout the school year.

## **Part E: Providing Notice of Language Assistance Services**

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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

Our school will provide each parent whose primary language is a covered language and who requires language assistance services with written notification of their rights regarding translation and interpretation services and instructions on how to obtain these services. A school sign is posted (in all available languages) near the primary entrance to the school indicating the room where a copy of the notice for parents regarding language assistance services can be obtained. We have posted from the Translation and Interpretation Unit a written translation of the signage and forms required under Section VII of the Chancellor's Regulations A-663 in the primary language of the parent. The language identification guide is available in the office for parents to reference what language they require translation services for. The staff in the office, administration, and the school safety officer all have the phone number for the Translation and Interpretation Unit.

## **Part F: Monitoring and Quality Control**

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

Parents fill out a yearly parent survey as well as feedback cards from all parent workshops. Parent advisory board will represent all cultures in the building and provide feedback on parent needs.