

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

04M206

School Name:

P.S. 206 JOSE CELSO BARBOSA

Principal:

CAMILLE FORBES

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Jose Celso Barbosa School Number (DBN): 04M206
Grades Served: 3-8
School Address: 508 East 120th Street
Phone Number: 212-860-5809 Fax: 212-860-6080
School Contact Person: Camille Forbes Email Address: CForbes2@schools.nyc.gov
Principal: Camille Forbes
UFT Chapter Leader: Victor Diaz
Parents' Association President: Lissette Santana
SLT Chairperson: Victor Diaz
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Lisette Santana
Student Representative(s):

District Information

District: 04 Superintendent: Alexandra Estrella
Superintendent's Office Address: 160 East 120th Street New York, New York 10035
Superintendent's Email Address: AEstrel3@schools.nyc.gov
Phone Number: 212-348-2873 Fax: 212-348-4107

Borough Field Support Center (BFSC)

BFSC: Manhattan Director: Yuet Chu
Director's Office Address: 333 Seventh Avenue 8th floor NY, NY 10001
Director's Email Address: YChu@schools.nyc.gov
Phone Number: 646-470-0721 Fax: 917-339-1765

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)
Timothy Shaun Hopkins	*Principal or Designee	
Victor Diaz	*UFT Chapter Leader or Designee	
Lisette Santana	*PA/PTA President or Designated Co-President	
Lisa Hodge	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Patricia Sanchez	Member/ Parent	
Angela Cadogan	Member/ Parent	
Christine Napoleoni	Member/ Parent	
Wanda Rojas	Member/ Parent	
Matthew Darby	Member/ Staff	
Dominic Ciliotta	Member/ Staff	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

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

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE’s Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

Jose Celso Barbosa School is an elementary-middle school with 469 students from grade 3 through grade 8. The school population comprises 27% Black, 64% Hispanic, 5% White, and 2% Asian, and 2% other. The student body includes 13% English language learners and 39% special education students. Boys account for 56% of the students enrolled and girls account for 44%. The average attendance rate for the school year 2013-2014 was 93.0%. Students eligible for free lunch comprise 88%.

Our school's accountability status is designated as Good Standing.

This designation is determined by the New York State Department of Education under the Elementary and Secondary Education Act (ESEA) Flexibility Waiver.

The school's most recent School Quality Guide Summary (2013-2014) reveals that for the metrics indicated (Student Progress and Closing the Achievement Gap) our rating was "Meeting Target." For the metrics (Student Achievement and School Environment), our rating was "Exceeding Target."

Our most recent School Quality Review from November 17, 2014, cited 4 out the 5 "double-weighted" Quality Indicators as Proficient (1.1, 2.2, 3.4, 4.2).

It is also important to note two factors that impact our ongoing work and these are, as follows:

Our overall student population has been increasing over the past 2 years, with students and families choosing to remain at our school as the children age into adolescence and select us as a desirable middle school option. Our middle school has added a grade each year so that we were at full implementation (grades 3-8), as of last year, and continue to grow, even increasing our incoming students.

This trend represents a strong indication that we must continue to nurture and promote our school as one that will be desirable for teenagers and their families and one that will be successful, as measured by our students' perceptions and successes.

The school's most recent School Quality Guide Summary (2013-2014) indicates that students, school-wide, with less than 90% attendance, are considered chronic absentees. Our school's percentage is 25.9%, as compared to the average city-wide of 20.6%. Although our overall student attendance rate is 93%, it is critical that we focus strategic attention to ensure that our students (and their families) who are identified as chronic absentees receive the appropriate supports and guidance to ensure that their attendance and punctuality rates improve dramatically.

P.S./M.S.206 shares the school's complex with two other schools – the tandem early childhood school, P.S. 112 and a small alternative school – P.S. 37/River East. The children enter PS/MS 206 in the third grade and we now have a full middle school with 6th, 7th and 8th grades. PS/MS 206 continues to reach out to involve parents and families to build and maintain strong school-family-community links through ongoing communication and meaningful, relevant activities, such as parent workshops to help parents navigate the ARIS resources for parents.

Our school's Leadership Team and Parent Teacher Association are fully operational and our Parent Coordinator works with families, as needed. We have dedicated financial and human resources to funding for SAVE room teacher and a dean to provide in-school guidance support for our students, our belief and commitment to social-emotional well-being of our students, many of whom face daunting life challenges, is for us, the right thing to do to help our children. We also understand the need to prepare our students for college and career readiness and for their success in the 21st century. Our Smart Boards in the classrooms are utilized not only to motivate students but provide access to current information that standard textbooks cannot possibly do. Smart Board professional training for teachers is provided for teachers so that they can continually increase their own capacity to use this technology in innovative and effective ways. P.S. 206 is committed to the effective development of well-rounded, competent, and secure children, whose social-emotional growth supports their academic achievement.

We are very proud of the many partnerships and services they provide to help us support the whole child and address the complex and multi-faceted processes of raising physically, socially, emotionally, and academically successful

children. The following are some of our highlighted programs: City Year, Wediko, Dancing in the Classrooms, Studio in a School, Salvation Army, NYU, Hunter College, Videoconferencing, Bronx Arts Ensemble, Teachers College. These established partnerships collaboratively support our school, students, families, and staff's needs and we continue to engage our efforts to build new partnerships, while continuing the valuable ones already in place.

The element of the Framework for Great Schools in which our school made the most progress over the past year was that of Collaborative Teachers. Our teacher teams' commitment to supporting and nurturing their professional growth, leading to improved student achievement, has been cited as an area of celebration on our school's Quality Review, November 17, 2014. Professional Development opportunities have not only been provided through a wide range of forums and related to diverse content, but teachers have provided input and voice into their own professional needs through recommendations to the school's Staff Development Committee; Teacher Teams; teacher reflection forms and questionnaires; and through ongoing, informal professional conversations.

Considering the compelling research about the significance of effective higher order thinking questions and the value of discussion in the classroom, correlating to improved student outcomes, and in consideration of supervisory observations and teachers' ratings this year, which highlighted teachers' strengths and areas of need, it is determined that our school's instructional focus for 2015-2016 will continue to be Questioning and Discussion Techniques (Danielson Framework for Teaching, component 3b). As an additional focus, we will be adding Student Engagement (Danielson Framework for Teaching, component 3c), to deepen and expand the teachers' classroom practices, leading to improved student progress and performance. We have invested heavily this year on providing extensive and differentiated professional development for teachers and paraprofessionals in these critical aspects of instruction and understand how continuing this work will strengthen pedagogical practices to yield improved student outcomes.

04M206 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	03,04, 05,06, 07,08	Total Enrollment	470	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	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	11	# Music	11	# Drama
# Foreign Language	11	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	88.0%	% Attendance Rate		92.7%
% Free Lunch	70.8%	% Reduced Lunch		0.7%
% Limited English Proficient	12.7%	% Students with Disabilities		40.1%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	2.3%	% Black or African American		26.9%
% Hispanic or Latino	63.8%	% Asian or Native Hawaiian/Pacific Islander		1.8%
% White	5.2%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	3.1	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		1.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	1.7%	Average Teacher Absences (2013-14)		4.74
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	18.3%	Mathematics Performance at levels 3 & 4		27.9%
Science Performance at levels 3 & 4 (4th Grade)	90.4%	Science Performance at levels 3 & 4 (8th Grade)		42.0%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	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		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

Part 1 – Needs Assessment

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

Our School Quality Guide (2013-2014) reveals that in the categories of Student Progress and Closing the Achievement Gap, we are meeting target. It is our goal to exceed the target.

Our School Quality Snapshot (2013-2014) reveals that in the category of Improvement on State English Test, all students made improvements, as rated by good progress; our lowest performing students only made fair progress. We strive to reach excellent progress and improvement for all students, including subgroups populations and lowest performing students.

Our School Quality Snapshot (2013-2014) reveals that in the category of Improvement on State Math Test, all students made improvements, as rated by good progress; our lowest performing students made good progress. We strive to reach excellent progress and improvement for all students, including subgroups populations and lowest performing students.

Our School Quality Snapshot (2013-2014) reveals 18% of our students met State standards on the State English test, with an average score of 2.3 out of 4.5. We are 10% below the City average of 28% and 4% below the District average of 22%.

Our School Quality Snapshot (2013-2014) reveals 28% of our students met State standards on the State Math test, with an average score of 2.6 out of 4.5. We are 6% below the City average of 34% and 2% above the District average of 26%.

Our school’s most current Quality Review (November 17, 2014) findings cited Quality Indicator 1.1 as Proficient and Quality Indicator 1.2 as Developing.

The priority need for this Capacity Framework Element is to provide consistent instruction, across the school, that is customized, inclusive, motivating, and aligned to the Common Core; to ensure that high standards are established and maintained in every classroom; to ensure that all students are actively engaged in challenging intellectual activity and tasks to develop critical thinking habits and skills.

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, 80% of the students will participate in effective questioning and discussion techniques by responding to at least two higher order thinking questions in every lesson, as measured by stop and jots, written responses to prompts, partner conversations and/or classroom observations during the school year.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Teachers will plan for and incorporate at least 2 divergent questions in their daily lessons and incorporate discussion opportunities to strengthen student engagement. Professional Development Learning Opportunities will highlight higher order thinking questions and effective discussion techniques.</p>	<p>Classroom Teachers, Literacy Coach, Consultants, Grade Level Teacher Leaders,</p>	<p>Beginning in September 2015 and continuing on a daily basis, ending in June 2016.</p>	<p>Principal, Assistant Principal, Literacy Coach, Consultants</p>
<p>Teachers will plan for and incorporate turn and talk activities, as well as other discussion configurations, including, but not limited to: Interactive Read Alouds, Socratic Seminar, Book Clubs, Debates.</p>	<p>Classroom Teachers, Literacy Coach, Teacher Leaders, Consultants</p>	<p>Beginning in October 2015 and ending in June 2016, teacher teams will meet weekly during common planning time and Mondays (Repurposed Professional Development time);</p> <p>Teachers will meet weekly in one on one coaching/mentoring sessions.</p>	<p>Principal, Assistant Principal, Teacher Leaders, Literacy Coach, Consultants</p>
<p>Teachers will create anchor charts with students and post the charts in classrooms to support the pedagogical practice of Accountable Talk, with prompts and guidelines.</p>	<p>Classroom Teachers, Literacy Coach, Consultants</p>	<p>Beginning in October 2015 and ending in June 2016, on a regular, ongoing basis, as needs arise</p>	<p>Principal, Assistant Principal, Teacher Leaders, Literacy Coach, Consultants</p>

Strategies to increase parental involvement include Parent Workshops to promote Common Core Learning Standards Literacy and Math expectations and activities at home for all grade levels, thus ensuring that parents and teachers think of each other as partners in educating children.	Classroom Teachers, Literacy Coach, Consultants, Parent Coordinator	Beginning in October 2015 and ending in June 2016, on a monthly basis.	Principal, Assistant Principal, Teacher Leaders, Literacy Coach
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Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Teacher Team Meetings and a common prep period each week – No cost is associated with these activities. Monthly Teacher Team facilitator meetings and the Teacher Team facilitators maintain binders with agendas, minutes and feedback forms. – Per Session is paid to the team facilitators using TL FSF. Lunch and Learn PD Sessions on Danielson components and Teacher Team Meetings – Consultant’s PD services are funded through TL FSF. Talent Coach and Consultants support Supervisors in norming and calibrating low inference notes and rationales for teachers’ ratings –Consultant’s PD services are funded through TL FSF. Allowable funds are used to pay the costs for professional development contracted services.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, supervisors will identify the best pedagogical practices of the school’s Coherent Set of Beliefs About How Students Learn Best, related to higher order questions and discussion techniques, implemented by teachers, as evidenced by their observation reports of classroom visits. Supervisory Review and Ratings of teachers’ lesson plans, using the Danielson <u>Framework for Teaching</u> Rubrics, Domain 1 Planning and Preparation components 1a and 1e and Domain 3 Instruction components 3b and 3c will reflect teachers’ planning and implementation of divergent questions and effective discussions in their daily lessons. Documentation Forms have been developed for teachers to complete and submit to the Principal after each Teacher Team meeting to evaluate effectiveness of the content and processes of the Teacher Teams. Lesson plans and classroom observations will reflect evidence of these practices, as rated in Advance, aligned to the Danielson <u>Framework for Teaching</u> and in professional conversations, and post classroom visit feedback sessions and post observation conferences. Teacher Reflection Forms will be implemented after each Professional Development workshop to determine effectiveness of the PD provided. Principal’s observations will reflect teachers’ planning and implementation of strategies and pedagogical practices presented. We will conduct four parent workshops.

By February 2016, 80% of the students will participate in effective questioning and discussion techniques by responding to at least one higher order thinking questions in every lesson, as measured by stop and jots, written responses to prompts, partner conversations and/or classroom observations during the school year.

As of February 2016, we have reviewed our progress towards meeting this annual goal. We are on track to meet this goal.

Advance observation reports for teachers reveal that each teacher is planning for and utilizing at least two higher order thinking questions in every lesson that is taught, as measured by components 1a, 1e, and 3b.

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.

Although this Quality Review Indicator was not rated on our most recent Quality Review this year, through ongoing consultation with all school constituents, it was determined that this goal is a constant focus for our school to ensure our students’ success.

The school’s previous Quality Review Report (2011- 2012) cited the following “what the school does well” bullets and we strongly believe that this goal requires our consistent attention in order to ensure our continuing support for the development of the whole child, taking into consideration their social and emotional well-being:

“Effective student support services and successful partnerships with outside organizations provide students with a wide range of opportunities to grow academically and socially.”(1.4)

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

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

The priority need for this Capacity Framework Element is to ensure that classrooms and school culture are established so that students feel safe, supported, and challenged by their teachers and peers.

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 students will participate in and benefit from programs and activities, i.e. PBIS (Positive Behavior Intervention System, Wediko (not an acronym but name of organization), Ramapo and the ASD (Autism Spectrum Disorder) Nest program that support their social and emotional well-being and prepare them for college and career, as measured by school-developed surveys that will measure the impact that the programs have had on the classroom and school environment and the way in which that impacted student achievement, as measured by decreased suspensions/incidents.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE-(Students with Interrupted Formal Education), STH -(Students in Temporary Housing). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>All school constituents will participate in development of overarching systems and partnerships that sustain and support social and emotional developmental health of students.</p> <p>The school Dean, SAVE Room Teacher, Social Workers and Parent Coordinator meet regularly with students and families, throughout the year to track, monitor, and proactively support students’ social and emotional growth.</p> <p>The school utilizes PBIS, Ramapo, Wediko and the NEST Program to ensure a safe, orderly, respectful</p>	<p>Students identified as at risk</p> <p>Staff from other CBOs, as well as school staff, provide after school programs.</p> <p>All school personnel, including teachers, paraprofessional, supervisors, support staff, children, and parents participate in PBIS strategies</p>	<p>Beginning October 2015 and ending in June 2016, daily interactions between school personnel and students and families with communication occurring frequently and in an ongoing, as needed basis.</p> <p>Beginning in October 2015 and ending in June, 2016, Monthly review of data to track progress.</p> <p>Beginning in October 2015 and ending in June, 2016, after-school programs meet daily.</p>	<p>Principal, Assistant Principal, Dean, SAVE Room Teacher, Social Workers, Parent Coordinator and Community Based Organization personnel, all staff</p>

<p>school community and address the needs of our population</p>		<p>Beginning in September 2015 and ending in June, 2016, mid-year. reflections/surveys, and end of year reflections/surveys; implemented rewards and consequences will be monitored throughout the year.</p>	
<p>Students participate in Student Government Meetings and plan and enact activities, responding to the social and emotional needs of students.</p>	<p>Students</p>	<p>Beginning in October 2015 and ending in June, 2016, Student Government meets weekly to plan and implement student-led activities throughout the year.</p>	<p>Principal, Assistant Principal, Designated teacher serves as Student Government Advisor to Student Government.</p>
<p>Community-Based Organizations, such as City Year and Wediko, provide services to children and families and collaborate with school personnel, including but not limited to, the Principal, Assistant Principal, and teachers.</p>	<p>Students</p>	<p>Beginning in October 2015 and ending in June, 2016, meets weekly to plan and implement services throughout the year.</p>	<p>Principal, Assistant Principal, Community-Based Organizations Personnel</p>
<p>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</p> <p>Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress</p> <p>Maintaining a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school</p>	<p>Parents, Families, Teachers</p>	<p>Beginning in September 2015 and ending in June, 2016, School Leadership Team meets monthly, with subcommittee meetings, as needed throughout the year.</p> <p>Beginning in September 2015 and ending in June, 2016, on a monthly basis, parent workshops will be provided.</p>	<p>Principal, Assistant Principal, SLT Chairperson, Parent Coordinator</p>

<p>environment is welcoming and inviting to all parents.</p> <p>The Parent Coordinator will also maintain a log of events and activities planned for parents each month</p> <p>and file a report with the central office.</p> <p>Conducting parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment</p> <p>expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home</p> <p>Teachers and Parents participate on School Leadership Team committees and subcommittees to address issues of safety.</p> <p>Equal number of parents and school staff meet in School Leadership Team meetings and participate in subcommittee planning sessions.</p> <p>School Leadership Team meetings scheduled in consideration of parents' needs.</p> <p>Providing all relevant school data and information to empower parents to be actively engaged in meaningful ways</p>			
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Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>On-going meetings with parents; PBIS weekly meetings plans for these meetings; City Year works with targeted groups of students at lunch who struggle with their behavior; SAPIS worker works with groups of at-risk students in terms of behavior; WEDIKO works with students, parents and teachers in terms of behavioral support.</p> <p>PBIS meetings are funded with TL FSF; City Year is funded with TL City Year NY; SAPIS is funded with OASAS Sub Abuse, OASAS County Initiative Prevention & OASAS The Gateway Drug Program; WEDIKO is funded with TL FSF.</p>

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

PBIS Weekly team meetings - PBIS meetings are funded with TL FSF

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Suspension rates, detention logs, OORs reports, accident reports, attendance reports will reflect improved student social-emotional growth.

Student surveys will be conducted to evaluate the effectiveness and impact of the social, emotional programs offered by the school, two times during the year, mid-year

(approximately January/February 2016; and end of year, June, 2016

Mid -year and End of Year program evaluation reports will reflect students’ emotional and social growth throughout the year.

School Learning Environment Survey, Spring 2016 will reflect staff and parents increases in responses of “strongly agree” in relation to questions of communication, engagement, and safety.

Student surveys, teacher surveys, parent surveys will reflect positive student outcomes, both affective and cognitive.

As of February 2016, we have reviewed our progress towards meeting this annual goal. We are on track to meet this goal.

100% of students are participating in and benefitting from programs, activities, and support services, such as: PBIS, Wediko, City Year and the ASD Nest program that support their social and emotional well-being and prepare them for college and career.

We are no longer partnering with Ramapo.

Our school’s attendance rate is 94%.

Our lunchtime detention numbers have decreased from September 2015-January 2016.

We have identified and celebrated (monthly) 1 student from each class (26 classes) 3 times this year, so far, as “Student of the Month.” The celebrations have included a monthly breakfast and ceremony and a “Student of the Month” bulleting board. Teachers have described the CRED value(s)-Cooperation, Responsibility, Empowerment, Determination- that each student exhibited to earn this distinction.

Our Honor Roll ceremony in November recognized and celebrated students for various distinctions, such as “most Improved,” “High Achiever,” and other CRED value-related categories.

Students are participating in the following extra-curricular activities: Saturday Academy, Afterschool Programs (Mondays through Fridays), Homework Help, Dance/Music Art, both in specialty classes during the day (music/orchestra/art and through CBO partnerships after school (Bronx Arts Ensemble, Studio in a School).

We have adopted the New York City Department of Education Schoolwide Information System (SWIS) to track and analyze major and minor behavioral infractions. At this time, we have initiated the program, implemented the program, and are able to effectively track and analyze minor infractions in terms of location, frequency, time, grade, and individual students. We are not fully operational in this system with regard to major infractions but we project that we will be fully operational with all aspects by June, 2016.

Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

The school’s most recent Quality Review findings (November 17, 2014) indicated that our rating for Quality Indicator 4.2 Teacher Teams and Leadership Development was Proficient and an area for celebration.

Our school’s most current Learning Environment Survey, page 7 (2013-2014) reflects 94% of teachers agree and strongly agree that “Teachers in my school work together on teams to improve their instructional practice.”

Our school’s most current Learning Environment Survey, page 7 (2013-2014) reflects 91% of teachers agree and strongly agree that “School leaders provide time for collaboration among teachers.”

The priority need for this Capacity Framework Element is to ensure that teachers are committed to the success and improvement of their classrooms and the school; to provide maximum quality opportunities to participate in professional development within a culture of respect and continuous improvement.

The priority need for this Capacity framework Element is to ensure that teachers are committed to the success and improvement of their classrooms and the school; to provide maximum quality opportunities to participate in professional development within a culture of respect and continuous improvement.

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, 100% of teachers will participate in weekly professional development learning opportunities within a culture of respect and continuous improvement and successfully implement pedagogical practices correlated to component 3b (questioning and discussion techniques) and component 3c (engaging students) of the Danielson Framework for Teaching ,as measured by Collaborative Teacher Team Agendas and Sign Sheets.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>All Teacher Teams (Grades and Content Areas) will evaluate student work/assessments weekly, using a prescribed protocol for Looking At Student Work and Common Core Learning Standards-aligned RUBRICS and will meet to share best instructional practices developed during the 2015-2016 school year.</p> <p>Supervisors will expect and emphasize the best pedagogical practices of the school's <u>Coherent Set of Beliefs About How Students Learn Best</u> , in alignment with the Danielson <u>Framework For Teaching</u> in all professional conversations (Pre and Post Observation Conferences) and Teacher Observations (Formal and Informal), and feedback to teachers after all observations.</p>	<p>All Teachers Literacy Coach, Consultants</p>	<p>Beginning September, 2015 and continuing, weekly, on an ongoing basis through June 2016</p>	<p>Principal, Assistant Principal,</p>
<p>All teachers will develop Common Core aligned lessons, as per the Danielson <u>Framework For Teaching</u> , using the evidence of student work to make modifications and revisions to meet the learning needs of diverse sub groups in the classroom.</p>	<p>All Teachers Literacy Coach, Consultants</p>	<p>Beginning September, 2015 and continuing, daily, on an ongoing basis through June 2016</p>	<p>Principal, Assistant Principal</p>
<p>All teachers will participate in Professional Development workshops that focus on best practices of using assessments in instruction and providing effective feedback to students, using Common Core Learning Standards RUBRICS (Danielson <u>Framework For Teaching</u> components 3b and 3c).</p>	<p>All Teachers Literacy Coach, Consultants</p>	<p>Beginning September, 2015 and continuing, daily, on an ongoing basis through June 2016</p>	<p>Principal, Assistant Principal</p>
<p>Actively involve and engage parents in the planning, review, and evaluation of the effectiveness of the PS/MS 206's Title I programs, as outlined in the School Comprehension Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact.</p>	<p>Parents, Teachers, and Administrators participating in the SLT Committee</p>	<p>Beginning September, 2015 and continuing on a weekly basis and monthly SLT meetings, through June 2016</p>	<p>Parents, Teachers, and Administrators participating in the SLT Committee</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Teachers meet on PD Monday by grade level to participate in professional learning opportunities, related to Questioning and Discussion techniques; Student Engagement
 -Teacher Teams meet weekly
 -Schedule weekly cabinet meetings
 -Allocating funds for Professional Development Services
 -Allocate funds for teacher per session to plan for Monday professional development and parent workshops

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, supervisors will review and analyze teachers’ lesson plans, teacher team meeting documentation forms submitted by the Teacher Teams, and PD Reflection forms, on a weekly basis, to determine the effectiveness of the Teacher Teams and their growing capacity to rigorously evaluate student work products and make appropriate and effective next instructional steps to improve student performance .

As of February 2016, we have reviewed our progress towards meeting this annual goal. We are on track to meet this goal.

100% of teachers participate in weekly professional development learning opportunities within a culture of respect and continuous improvement and successfully implement pedagogical practices correlated to component 3b (questioning and discussion techniques) and component 3c (engaging students) of the Danielson Framework for Teaching.

We have weekly professional development learning during the Monday re-purposed time after school.

The following cycles of teacher-led and facilitated professional development sessions have already taken place:

1 cycle on assesement

1 cycle on curriculum maps

current cycle on questioning and discussion techniques

Weekly teacher team meetings take place and focus on cycles of inquiry/looking at student work.

Distributed leadership structures of teacher facilitators and co-facilitators provide opportunities for teachers to take greater ownership in their learning. Facilitators serve for the fullyear and co-facilitators rotate in 2-3 week cycles.

Agendas, minutes, and sign sheets document their work.

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.

Although Quality Review Indicator 4.1 was not rated on our most recent Quality Review (November 17, 2014), through reflections, conversations, and consultation with teachers and Leadership Cabinet, it was determined that frequent, effective, actionable feedback to teachers was recognized as an important way to communicate clear and high expectations for successful teaching and learning. Since the current Quality Review did cite the QR Indicator 1.2 as Developing, moving forward with actionable feedback and recommendations for instructional next steps for teachers will be valuable and welcomed by the teachers.

Our school’s most recent Learning Environment Survey 2013-2014 revealed that, in response to the prompt “School leaders give me regular and helpful feedback about my teaching,” 54% of teachers agreed and 23% of teachers strongly agreed. It is our goal to increase the number and percentage of teachers who strongly agree to that prompt. Our school’s most recent Learning Environment Survey 2013-2014 revealed that, in response to the prompt “ This school year, I have received feedback on my practice that helped me to improve my instructional performance,” 65% of teachers agreed and 19% of teachers strongly agreed. It is our goal to increase the number and percentage of teachers who strongly agree to that prompt.

Our school’s most recent Learning Environment Survey 2013-2014 revealed that, in response to the prompt “ This school year, I have received feedback on my practice that helped me to integrate Common Core Learning Standards into my instruction,” 60% of teachers agreed and 18% of teachers strongly agreed. It is our goal to increase the number and percentage of teachers who strongly agree to that prompt.

The priority needs for this Capacity Framework Element are to nurture the professional growth of teachers and staff; to develop and deliver instructional and social-emotional support that drives student achievement.

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 receive frequent written feedback from supervisors, based on the evidence-based system of the Danielson Framework for Teaching , which focuses on teachers’ individual professional goals and improved student learning for all students, including populations of subgroups.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Principal and Assistant Principal will implement a fully functional system of observations and feedback to hold Principal, AP and teachers accountable for continuous improvement, using student data, feedback, and professional development opportunities.</p> <p>A minimum number of frequent classroom observations, using Charlotte Danielson’s <u>Framework for Teaching</u> and adhering to the guidelines of Advance Evaluation System, including teacher selected options 1, 2, 3, or 4 with oral/written feedback provided to all teachers within 48 hours.</p> <p>Professional Development opportunities will be provided to all staff, based on the differentiated professional needs of teachers and paraprofessionals to support and strengthen professional practices.</p>	<p>All Teachers</p> <p>All Teacher Teams and subgroups of teachers (such as new teachers, teachers preparing for tenure)</p>	<p>Beginning in September, 2015 (after IPCs) and continuing weekly until May 2016</p> <p>Beginning September 2015 and continuing throughout the year until June 2016, on an ongoing, frequent basis, with feedback provided no later than two weeks after observations.</p> <p>and online official rating reports entered within 2 weeks</p>	<p>Consultant, District Personnel, and Talent Coach will work with Principal and Assistant Principal on effective classroom observations and feedback</p> <p>DOE Talent Coach will meet with the Principal and Assistant Principal to support the implementation of Advance requirements and <u>Danielson Framework for Teaching</u></p>
<p>All teachers will develop professional goals and complete a minimum of 2 self-reflections on their teaching practices, based on their professional goals, student learning outcomes, and feedback provided by supervisors, mid-year, and end of year.</p>	<p>All Teachers</p>	<p>Beginning September 2015 and continuing in one-on-one feedback sessions several times throughout the year</p>	<p>Principal and Assistant Principal</p>

		throughout the year until June 2016,	
Pre and post observation conferences and feedback between Principal, Assistant Principal and teachers will focus on pedagogical practices, using Charlotte Danielson's <u>Framework for Teaching</u> , leading to the improvement of student learning outcomes and the attainment of teachers' goals.	All Teachers	Beginning September 2015 and continuing in one-on-one feedback sessions several times throughout the year throughout the year until June 2016,	Principal and Assistant Principal
Teachers will share curriculum and instructional expectations with families, as well as providing individual student progress and performance information to families. Conducting parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home Providing all relevant school data and information to empower parents to be actively engaged in meaningful ways.	All Teachers, Parents/Families Parent Coordinator	Beginning September 2015 and continuing throughout the year until June 2016, on a monthly basis.	Principal and Assistant Principal

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Prep periods provide time to meet with teachers - No cost associated with this activity. Prep periods; Planning Sessions with Literacy Coach and PD sessions on Danielson built into Teacher Team meetings and half-days - Literacy Coach funded through Title I SWP – No cost is associated with other activities. Prep periods – No cost associated with this activity. Common Preps - No cost associated with this activity Allowable funds will be used for parental engagement activities. Allowable funds will be used for Professional Development services by consultants.											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016,

All teachers will receive at least 3 to 4 observation reports with written feedback or more, as needed.

All teachers of Special Education students and English Language Learners will implement UDL strategies embedded in their lessons and include language objectives, as well as content objectives, as evidenced by their lesson plans and classroom instruction.

Increase in attendance at parent and family programs, as evidenced by agendas and sign sheets

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

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

50% of Advance rated lessons observed will increase their HEDI rating in at least 2 components from original lessons observed and subsequent lessons observed

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

As of February 2016, we have reviewed our progress towards meeting this annual goal. We are on track to meet this goal.

100% of teachers receive frequent written feedback from supervisors, based on the evidence-based system of the Danielson Framework for Teaching, which focuses on teachers' individual professional goals and improved student learning for all students, including populations of subgroups.

As of February 5, 2016, supervisors have completed 132 Advance observations out of 256 observations expected for the year.

The general population of teachers has received at least 2 observations, to date.

Teachers who have received Teacher Improvement Plans (TIPS) have received between 3 and 4 observation reports.

All teachers receive written feedback, as well as online Advance evaluation reports. Additionally, feedback is provided verbally to teachers, as necessary.

Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

Our school’s most recent Learning Environment Survey 2013-2014 revealed that, in response to the prompt, “My child’s school makes it easy for parents to attend meetings by holding them at different times of day, providing an interpreter, or in other ways,” (Page 6) 45% of parents agreed and 50% of parents strongly agreed. While this represents 95% positive responses, we strive to increase the number and percentage of parents who strongly agree with this prompt.

Our school’s most recent Learning Environment Survey 2013-2014 revealed that, in response to the prompt, “My child’s school keeps me informed about my child’s academic progress,” (Page 6) 37% of parents agreed and 59% of parents strongly agreed. While this reflects a total positive response of 96%, it would be important to increase the number and percentage of parents who strongly agree with that prompt.

Our school’s most recent Learning Environment Survey 2013-2014 revealed that 5% responded never ; 25% responded 1-2 times ; 34% responded 3-4 times ; and 35% responded 5 or more times , in response to the question, “How often during this school year have you been invited to an event at your child’s school (workshop, program, performance, etc?)” Our work this year is intended to increase the number and the quality of our family-school ties. Our school’s most recent Learning Environment Survey 2013-2014 revealed that, in response to the question, “How often during this school year have you:

Never 1-2 times 3-4 times 5 or more times

Attended a Parent-Teacher Conference 3% 37% 38% 23%

Attended a Parent Teacher Association Meeting 33% 34% 21% 13%

Communicated with school staff about your child’s academic progress 5% 23% 32% 39%

These statistics indicate that there is much that can and should be done to increase and strengthen our school’s ties with our students’ families.

The priority need for this Capacity Framework Element is to bring resources from the community into the school building by welcoming, encouraging, developing, and strengthening our partnerships with families.

Part 2 – Annual Goal

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

By June 2016, all teachers will demonstrate progress toward increasing the level of parental involvement in our school, as measured by a 50% increase in attendance at monthly events, when compared to the level of parental involvement in the 2014–2015 school year (PTA meetings; parent teacher conferences; workshops, etc.). It will also be measured by weekly communication logs.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Our school’s Parent Handbook will include instructional information, including current units of study in all subject areas, with emphasis on Common Core Learning Standards and be shared and discussed at Parents events, such as Breakfasts with the Principal, Open Houses, Curriculum Nights, parent workshops</p>	<p>Parents/Families, Students</p> <p>Teachers and Paraprofessionals will communicate directly with families</p>	<p>Beginning in September 2015 and continuing on an ongoing basis, through June 2016</p>	<p>Teachers and Paraprofessionals, Dean,</p> <p>Parent Coordinator, Guidance Counselor, Administrators</p>
<p>All teachers will develop quarterly progress reports to be sent to parents to inform them of their child’s academic progress in school, with additional progress updates, as needed.</p> <p>Teachers will enter students’ performance data on Engrade online for parents to track their children’s progress and performance.</p> <p>Curriculum Nights and Open House school events will be opportunities to share students’ progress and performance with families.</p>	<p>Teachers and Paraprofessionals communicate directly with families</p>	<p>Beginning in September 2015 and ending in June 2016, on a monthly basis: class newsletters; weekly progress updates; quarterly progress reports; parent teacher conferences 4 x’s/year; daily entry of Engrade scores</p>	<p>Teachers and Paraprofessionals, Dean,</p> <p>Parent Coordinator, Guidance Counselor, Administrators</p>
<p>Parent workshops and parent-teacher conferences, throughout the year, focus on diverse needs of the community and its constituents.</p>	<p>Teachers and Paraprofessionals communicate directly with families</p>	<p>Beginning in September 2015 and ending in June 2016, and continuing on a monthly basis.</p>	<p>Teachers and Paraprofessionals, Dean,</p> <p>Parent Coordinator, Guidance Counselor, Administrators</p>

<p>Student performances and events will be opportunities to share students' learning with families.</p>			
<p>Common Core Learning Standards, with examples of student work aligned to the standards, will be shared with parents throughout the year during family curriculum night events.</p> <p>Class newsletters will be sent home to families.</p> <p>All meetings and activities are scheduled with flexible times to accommodate parents' needs.</p> <p>Teachers and Paraprofessionals will utilize the Tuesday block of time after school to communicate with families, via in-person meetings, newsletters, emails, phone calls, other correspondence.</p> <p>Parent Coordinator, Guidance Counselor, and other support staff will maintain logs of follow up to contact families to ensure greater awareness of school events</p> <p>Phone Messenger announcements will be updated to inform families about meetings, events, workshops, performances, etc.</p> <p>Monthly newsletters and flyers will be sent home on distinctive stationery to make them more noticeable</p> <p>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</p> <p>Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress</p> <p>Maintaining a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to</p>	<p>Teachers and Paraprofessionals communicate directly with families</p> <p>Parent Coordinator, Guidance Counselor, and other support staff maintain logs of follow up communications with families</p> <p>Administrators will direct and designate staff responsible for Phone Messenger communications</p> <p>Teachers and Paraprofessionals create informative newsletters for families</p>	<p>Beginning in September 2015 and ending in June 2016, teachers and students will create monthly class newsletters to inform and invite families to class and school events.</p> <p>Beginning in September 2015 and ending in June 2016, on a weekly basis.</p> <p>Beginning in September 2015 and ending in June 2016, on a weekly basis, and more often, as necessary.</p> <p>Beginning in September 2015 and ending in June 2016, on a monthly basis, and more often, as necessary, SLT meetings and Parent Workshops will be held.</p>	<p>Teachers and Paraprofessionals, Dean,</p> <p>Parent Coordinator, Guidance Counselor, Administrators</p>

<p>ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.</p> <p>Conducting parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents’ capacity to help their children at home</p> <p>School Leadership Team meetings scheduled in consideration of parents’ needs.</p> <p>Providing all relevant school data and information to empower parents to be actively engaged in meaningful ways.</p>			
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Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<p>Allowable funds will be used to cover the costs associated with Parent Engagement activities. Schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions</p> <ul style="list-style-type: none"> • Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents’ capacity to help their children at home • Actively involve and engage parents in the planning, review and evaluation of the effectiveness of the PS/MS 206’s Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school’s Title I Parent Involvement Policy and School-Parent Compact • School Leadership Team meetings scheduled in consideration of parents’ needs. <ul style="list-style-type: none"> • Provide all relevant school data and information to empower parents to be actively engaged in meaningful ways. 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February, 2016, Teachers will have developed two Academic Progress Reports.

Parent Coordinator and Guidance Counselors will have conducted six parent Workshops, as evidenced by agendas and sign sheets.

One Curriculum Night will have taken place, as evidenced by agenda and sign sheet.

Increase in percentage of parents using Engrade online site.

Parents' responses on school's Spring 2016 Learning Environment Survey will reflect strongly agree with questions related to communication and data.

Percentage of parents attending Parent-Teacher conferences will increase from previous year, as measured by parent sign-in sheets.

Teachers' communication with families logs will reveal ongoing communication with families

Staff Communication Logs will reflect ongoing communication between the school and the families

Sign in sheets at school events will reflect increased attendance at school meetings and events

Class newsletters will reflect intentional and welcoming recruitment of parent volunteers in school/class events and activities

As of February 2016, we have reviewed our progress towards meeting this annual goal. We are on track to meet this goal.

All teachers have demonstrated progress toward increasing the level of parental involvement in our school.

The following parent meetings and activities have taken place:

September Curriculum Night, November Parent Teacher conferences,

Monthly PTA meetings have seen between 10-15 parents.

Our SAPIS worker has organized and implemented a 5-week series of parent workshops on guiding children to make good choices.

We have held Saturday meetings for parents of 8th grade students with information necessary to help them prepare for high school and college and career readiness.

Our 5th grade math teacher team has conducted monthly math workshops for parents to share and explain the 5th grade Common Core Learning Standards curriculum topics.

Our Dual Language Department has conducted monthly parent workshops, covering topics, such as:

Common Core Learning Standards Math curriculum, overview of dual language instruction and program components.

An informational session was conducted by a representative from the Department of Education's Office of English Language Learners.

These workshops have been attended by approximately 18 out of 31 parents of children in the Dual Language Program.

Our Parent Coordinator brings in professionals from Cornell Hospital to present workshops for parents on issues related to health and nutrition. We have already had between 3-4 workshops, to date.

Our annual winter concert was well attended by parents and families.

Teachers, across grades, invite and welcome families to class writing workshop publishing celebrations.

On a weekly basis, every Tuesday, teachers and families communicate either through emails, written correspondence, phone calls, and or in-person meetings. Teachers track their family communication through the logs that they maintain for this purpose.

Parent members attend our monthly School Leadership Team meetings.

**School-Home communication has been frequent and ongoing.
Teachers meet as a grade and send monthly newsletters home to parents.**

Teachers communicate with families every Tuesday afternoon, through emails, written correspondence, phone calls, in person meetings.

Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Lowest 1/3 students	<p>City Year workers, provide academic intervention services to students in grades 3-8 daily using small group instruction In reading. SETSS teacher provides academic intervention to at-risk students during the school day in grades 3-8 using the Wilson program for fluency comprehension work. After school and Saturday Academy - grades 3 – 8 intervention/enrichment program to work intensively on literacy ELL after-school Title III program for students in grades 3-8 provides intervention in the areas of reading, writing, listening and speaking for students based on their NYSESLAT scores. All teachers provide differentiated instruction to all 3 – 8 grade students in small groups twice a week within the 90 minute block</p>	<p>small groups of 10 students small group small group and one-on-one</p>	<p>during the school day After school and Saturday Academy after-school within the 90 minute block,</p>
Mathematics	Lowest 1/3 students	All teachers provide differentiated instruction	<p>small group one-on-one</p>	Within the 90 minute block during the school day

		to all 3-8 grade students in small groups twice a week within the 90 minute block City Year workers, provide academic intervention services to students in grades 3-8 daily in one-on-one sessions.		
Science	Lowest 1/3 students	Extended Day school program for grades 4 and 8 students will offer support in science during the 2014-15 school year in 8 week cycles. The use of science work will be integrated within ELA and Math work to incorporate non-fiction and writing work in the content areas. After school intervention/enrichment program to work intensively on science for 6 weeks before the state exam	small group	After school
Social Studies	Lowest 1/3 students	Extended Day school program will offer support for social studies through integration of content area within ELA work Social Studies Cluster teacher and MS social studies teachers will articulate with grade 3-8 teachers to align extended AIS work around social studies (research, historical fiction work, tech-projects in S.S) during 1-2 period blocks per class weekly	Small group	After school During the school day
At-risk services (e.g. provided by the Guidance Counselor,	Teacher referrals and parental requests	Depending on caseloads (Psychologist services three schools on site), the school	one-on-one small groups	During the school day

<p><i>School Psychologist, Social Worker, etc.)</i></p>		<p>psychologist has provided on the spot crisis intervention for students</p> <p>At risk students are seen in groups and individually as needed. Activities given to develop social skills through play therapy, interactive game, role playing videos on conflict resolution, bullying, and anger management are shown and discussed with assistance from SAVE teacher. Contact with parent to share concerns and positive development of students. Reward modification if students accomplish specific task. Proper verbal etiquette is reinforced through role-playing, how to seek appropriate help from school staff, peer mediation</p> <ul style="list-style-type: none"> • DOE assigned nurse, provides a series of 5 lessons to students who suffer from asthma. The sessions are designed to assist students to self-monitor their asthma by identifying triggers and strategies for reducing the symptoms of asthma as well as prevention for possible attacks. All students receive lessons and activities to introduce students in making wiser and healthier choices in combating the effects of 		
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		<p>obesity. The school will work with CBOs to provide health fairs. Healthy snack sales will be encouraged. In addition, the school has adopted a healthy snack policy.</p>		
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Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

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3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

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.
The Principal formed a MOSL Committee in the Spring 2014, in collaboration with the UFT Chapter Chairperson, in accordance with the guidelines of the ADVANCE Evaluation System. The Principal selected members and the UFT Chapter Chairperson also selected members for the committee. The committee meets at least 6-8 times, during the year in preparation for the following year. They had the opportunity to view and discuss the available powerpoint presentations and webinars. Every committee member was provided with the MOSL materials in a binder by the Principal. They reviewed the options and selected the state and local assessment measures, with the final decisions made by the Principal, who was in accordance with the teachers’ choices. The principal entered the options online in the appropriate DOE portal, by the designated deadline in September 2014 and continues to adhere to all requirements related to MOSLs.

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 ¹ . 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 <u>that it has met the intent and purposes of each program whose funds are consolidated</u> ² . 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		Funding Amount Indicate the amount	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and

	Fund Source (i.e. Federal, State or Local)	contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	305,864.00	X	13, 17, 20, 23, 28
Title II, Part A	Federal	76,671.00	X	
Title III, Part A	Federal	11,200.00	X	13, 17, 20, 23, 28
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,865,174.00	X	13, 17, 20, 23, 28

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not

available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

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

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

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

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

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **P.S./M.S. 206 Jose Celso Barbosa**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers

and welcomed members of the school community. **P.S./M.S. 206 Jose Celso Barbosa** will support parents and families of Title I students by:

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

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

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

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

- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

School-Parent Compact (SPC) Template

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

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;

- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

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>PS/MS 206M Jose Celso Barbosa</u>	DBN: <u>04M206</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>69</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input 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>5</u>
of certified ESL/Bilingual teachers: <u>5</u>
of content area teachers: <u>0</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: P.S./M.S. 206M Jose Celso Barbosa is a 3rd-8th grade elementary and middle school located in East Harlem. The staff at P.S./M.S. 206M includes 2 certified ESL teachers and 3 certified bilingual teachers. The total student population is 473 students. Of the 473 students at P.S./M.S. 206M, 69 are English Language Learners (ELLs). ELLs comprise 14.6% of the total student population. The home languages of the ELLs at P.S./M.S. 206M include Arabic, Bengali, French, Fulani, Spanish, and Wolof.

- The target population of the supplemental literacy program will be our population of long-term ELLs (9 students) as well as the ELLs who received 1-2s on the ELA '14 (38 students). The program will support student development in all of the four modalities - reading, writing, listening, speaking - but will focus more specifically on the listening modality, as 36 of the 52 ELLs who took the NYSESLAT in 2014 failed that particular modality, and the speaking modality, which 27 of the 52 ELLs who took the NYSESLAT in 2014 failed. The anticipated dates of the program will be from March, 2015 through June, 2015, on Wednesdays and Thursdays for 1.5 hours from 2:30-4:00pm beginning in November and ending in May.

- There will be 2 teachers receiving training and instructing classes of heterogenous level groupings of ELLs, who will work for 3 hours weekly for 15 weeks. Two of the 5 teachers have an ESL license and one other a Bilingual Common Branch License. A content area teacher will act as a substitute in case of a teacher absence. This teacher will be a certified Common Branch teacher who has received trainings in teaching methodologies that are beneficial to ELLs.

- After analyzing the 2014 NYSESLAT scores and the ELA results, the data shows that ELLs at P.S./M.S. 206M, including our long-term ELLs, need additional instruction in their listening and speaking as well as continued work in reading and writing. In order to address these needs, the Title III after school program will use the following programs and resources: interactive ESL/literacy websites (www.starfall.com, www.brainpopesl.com, www.esl-lab.com, www.learnenglishfeelgood.com and many more), Getting Ready for the NYSESLAT and Beyond, By: Attanasio & Associates, Inc. (test prep books for the NYSESLAT), Words Their Way (Pearson), and On Our Way To English (Rigby). We will purchase 5 laptops with the Title III funds so that the students can access the aforementioned websites. We will also purchase headphones with microphones so that the students can respond orally to computer prompts and practice listening and speaking activites online. Lastly, we will purchase 5th grade level Getting Ready for the NYSESLAT and Beyond books (we have a sufficient amount of the other grade levels) and Words Their Way "Word Study Workbooks" levels A-E.

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

Part C: Professional Development

Begin description here: _____ A training group for staff delivering the Title III instruction and services to ELLs, including the Title III program teachers will be held for one hour per week for 10 weeks. These study groups will be based around the text, 50 Strategies for Teaching English Language Learners, By: Adrienne L. Herrell and Michael Jordan. The other text that we will use is 99 Ideas and Activities for Teaching English Learners with The SIOP Model, By: MaryEllen Vogt and Jana Echevarria. These books walk teachers through the best practices for instructing ELLs and are practical guides for differentiation and how to set up a classroom environment that is beneficial to ELLs. This study group will help to develop the staff's knowledge of instruction for ELLs and create a community in which ELLs will thrive. Title III funds will not be used to purchase these texts.

- In addition, the Title III program teachers will meet prior to the beginning of the program for a professional development workshop that familiarizes them with the program's curriculum. This professional development will focus on using the certain online resources such as the websites listed above as well as the NYSESLAT test prep books, Getting Ready for the NYSESLAT and Beyond. The staff will also be trained in how to work with the Words Their Way (Pearson) activities as well as activities from On Our Way To English (Rigby).

Part D: Parental Engagement Activities

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

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

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

- In June, 2015, towards the end of the program, parents will be invited to join their children on a field trip to explore one or more of the topics covered in the online material, Getting Ready for the NYSESLAT and Beyond, Words Their Way, and On Our Way To English activities and chapters. This fieldtrip will allow students to put their vocabulary and academic language into action in a real world environment. Students will use basic interpersonal communication skills (BICS) throughout the day with their parents and peers. Students will also listen and use their Cognitive Academic Language Proficiency (CALP) as they listen to presenters and discuss what they are learning with their parents and peers. After the field trip, will create a non-fiction text to share with their parents and peers about the day. The practice of writing the book will help to develop their vocabulary and writing skills.

Part E: Budget

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

Allocation Amount: \$11200

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

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

2015-16 AND 2016-17 SCHOOL YEAR

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 04	Borough Manhattan	School Number 206
School Name Jose Celso Barbosa		

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 Camille Forbes	Assistant Principal Shaun Hopkins
Coach type here	Coach Mayra Acosta
ENL (English as a New Language)/Bilingual Teacher Crystal Alexander	School Counselor Jose Cortes
Teacher/Subject Area Gloria Pacheco/Bil SPED	Parent Lisette Santana
Teacher/Subject Area N/A	Parent Coordinator Ana Ortiz
Related-Service Provider N/A	Borough Field Support Center Staff Member Alice Cohen
Superintendent Alexandra Estrella	Other (Name and Title) type here

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	2	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (excluding pre-K)	469	Total number of ELLs	65	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input 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 checked="" type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
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This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	66	Newcomers (ELLs receiving service 0-3 years)	44	ELL Students with Disabilities	20
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	20	Long-Term (ELLs receiving service 7 or more years)	2

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD.

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0									0
DL	20		8	1		1				0
ENL	24		4	19		6	2		1	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs*) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE SP							12	10	9	0									0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

This Section is for Dual Language Programs Only	
Number of students (students fluent in both languages): 0	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				1	6	7	4	5	7					0
Chinese														0
Russian														0
Bengali				2										0
Urdu														0
Arabic				2	1		1	1	1					0
Haitian							1							0
French							1		1					0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other				1	3				1					0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)				1			1	1	2					0
Emerging (Low Intermediate)				2	4		1							0
Transitioning (High Intermediate)				2	3			1	1					0
Expanding (Advanced)				14	8	7	5	5	5					0
Commanding (Proficient)														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				4	2	1	1	5	4					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	11	5			0
4	1	7			0
5	3	4			0
6	8	1			0
7	8				0
8	4	3			0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3		12		6		1			0
4		2		5		1			0
5		2		4		2			0
6		6		2		2			0
7		7		2					0
8		5		2					0
NYSAA									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	0	0	0	0
Integrated Algebra/CC Algebra	0	0	0	0
Geometry/CC Algebra	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math _____	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	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
Global History and Geography	0	0	0	0
Geography	0	0	0	0
US History and Government	0	0	0	0
LOTE	0	0	0	0
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	1	1						
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.
 Since September of 2008, P.S./M.S. 206M has opted for the Teachers College Running Reading Record Assessment as part of its instructionally targeted assessment. The results of this assessment are entered into SchoolNet.com. Further literacy assessments are entered into SchoolNet.com in February. This assessment method provides the staff with a more consistent assessment tool that aligns more appropriately with the progress measures used at our tandem school, P.S. 112M. Also, the Teachers College Reading and Writing Project (TCRWP) assessments give us the ability to analyze student work so to target the specific skills and needs of our ELLs in reading and writing. After analysis, teachers are able to confer and develop lesson plans to target the needs of individual students as well as note trends across the board with students and grade levels as a whole. Teachers also use data gathered from personally created interim, formative, and summative assessments as well as ARIS to drive their instruction and isolate individual strategies to help strengthen particular skills for students in each of the modalities. Analysis of assessments show that ELL students struggle the most in the writing modality. ELLs consistently score lowest, on average, on the writing portion of the NYSESLAT as well as on other assessments. In efforts to better the writing skills of ELLs, all lesson plans designed by the ESL teacher feature some sort of writing activity, often times with a prompt to help scaffold the lessons. At professional development and teacher team meetings, an analysis of the students' writing ability is conducted and ELLs are compared to their non-ELL peers. Certain interventions such as further use of graphic organizers, methods of organizing information for essays (i.e. boxes and bullets), and the use of visuals to aid in the writing process are discussed and then applied. The mainstream classroom teachers share both formative and summative assessments as well as lesson plans, so that the ESL teacher can then alter the material to make it more accessible to ELLs. Altering this material includes such methods as highlighting and providing visuals for certain vocabulary, expanding on syntactic and structural issues in writing, and increasing phonemic awareness.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 The results from the recent NYSESLAT are not yet available, so an answer cannot be provided at this time.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 Paste response to question here:

4. For each program, answer the following:
- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?
- a. The main pattern across proficiencies and grades based on both assessments created by teachers and the 2014 NYSESLAT score is that most ELLs score high in the speaking and listening modalities and lowest in the reading and writing modalities. This holds true across grade levels.
- b. The school leadership team and teachers are using the results of the ELL Periodic Assessments to inform curriculum. Because scores in the reading and writing modalities have been lowest in recent years, there has been increased emphasis on reading and writing, both in and out of the classroom. This year, the time that students are assigned to read and write reading responses at home is more than in years past. Also, it is understood that ELLs in the school, by and large, have greater BICS, whereas their CALP are lacking in many areas. This shifts the focus in lesson planning less to communicative competence and more towards academic language building, so to better the ELLs' reading and writing abilities.
- c. The Periodic Assessments inform the school on the level of English language ELLs are acquiring. Further, in free-standing ENL classes, the home language is used initially to determine the level of language proficiency in the students' L1. The school's Transitional Bilingual Education (TBE) program uses the home language as a support to English language instruction. In this program, teachers ensure that students attain fluency in their home language so to more easily acquire the target language. The school's Dual-Language program uses the students' home language to inform instruction; students receive instruction in both their home language as well as the target language. In this program students are acquiring a new language through a two-way immersion. The goal of this immersion is bilingualism and biliteracy.
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*.] P.S./M.S. 206M follows the RtI framework in that there is a universal screening which influences instruction. That core instruction then becomes more specialized for those ELLs who are at a very low proficiency level and who need the extra attention and support. With all ELLs, progress is consistently and closely monitored.

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

6. How do you make sure that a student's new language development is considered in instructional decisions?
- To ensure that a child's second language development is considered in instruction, the ESL teacher develops both content and language objectives in lesson plans. When a language objective is created, it makes reading and writing about the content more accessible to ELLs. Lessons for ELLs are created based off of data from both formative and summative assessments. The results of both the 2014 NYSESLAT and 2014 NYSITELL scores have been considered, as well as work and assessments from both the students' mainstream and pull-out ESL classes. For example, since writing is the area in which ELLs need much improvement, writing samples (essays and constructed responses on exams) often provide essential data in informing instruction. Also, most of the periods that the ESL teacher pushes into the classroom are ELA periods in which students are ordering, drafting, revising, and publishing their writings. Interviews with the parents are also conducted during the administration of the Home Language Identification Survey (HLIS) and during parent teacher conferences. The information obtained in these interviews also inform instruction. For example, it is often brought to the attention of the ESL teacher whether a student speaks English in the household and with whom (sometimes the students do not speak English with the parents, but with siblings). In a case where the student is practicing English in the home, the speaking and listening modalities might not be focused on as much in the classroom as the reading and listening modalities. Also, it may become apparent in these interviews that the student has social and/or academic literacy in the first language, which would indicate that he or she has the mental ability to understand the concept of appropriate registers in a language. This type of information informs the

grouping of students, especially in pull-out sessions. For example, students with a significant level of BICS but little CALP might be grouped together, as opposed to students who need intervention work just to develop BICS. Content area teachers are also made conscious of the needs of their ELLs by the ESL teacher. A student's ELL status informs how they are grouped in their classroom. In some cases a teacher finds it best to group ELLs with non-ELLs in efforts to have them absorb the language from their peers during group work. In other cases, ELLs are grouped with other ELLs with whom they are accustomed to working in pull-out sessions. ELLs are often grouped together during periods in which the ESL teacher pushes in. Also, mainstream classroom teachers also consider the needs of ELLs as they often include visuals in their lessons to aid in comprehension of the content material. Mainstream classroom teachers are made aware of the needs of ELLs at group planning meetings and adjust their lessons where and when possible. The school's transitional bilingual education and dual-language teachers take into account the students' ability in their home languages to inform instruction in the new language. The home language is used to support ELLs in the classroom so that the transition to the new language is more accessible. Teachers use both formative and summative assessments to gauge development in the target language and further inform their instruction. From these assessments, teachers are able to better articulate the pacing they should continue instruction in and become better aware of the extra support they need to provide students. Extra supports are provided to all students, but particularly to the students who are on lower proficiency levels in the target 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?

a. English proficient students will be assessed in the target language through both formative and summative assessments. Summative assessments will include, but are not limited to: writing pieces in the target language, oral presentations in the target language as well as running records in the target language to assess literacy rate. Furthermore, EPs will be assessed in the target language through New York City's ELE exam, which measures students' reading ability in the target language of Spanish.

b. This information is not yet available, so an answer cannot be provided at this time.

c. This information is not yet available, so an answer cannot be provided at this time.

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

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

Part IV: ELL Identification Process

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

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.

The English Language Learner (ELL) Identification Process includes 4 steps. The first step entails the administration of the Home Language Identification Survey (HLIS) by a licensed pedagogue – typically the ENL teacher or ELL Coordinator, both having been trained in the policies and strategies involving English language learners and limited English speakers. The completion of this form is done with the parent in English and/or the parents' preferred language. In addition to the survey form, the first step also includes an interview with the student and parent to determine the student's home language – which is also conducted in either English or the parents' preferred language. The second step in the ELL identification process includes the determination of eligibility to take the New York State Identification Test for English Language Learners (NYSITELL). Following this determination, the third step includes the ENL teacher administering the NYSITELL, followed by the fourth step – the administration of the Spanish LAB to new ELLs whose home language is Spanish. The completion of this process in addition to the placement of the student into the parent's preferred program choice takes no more than 10 school days from the date the student was admitted into the school. For students entering with an IEP, the process takes no longer than 20 school days. For the administration of the NYSITELL, answer documents are printed from ATS. Following the administration of the exam, answer documents are then scanned into ATS. The results from the NYSITELL exam help us determine the student's English language proficiency level. Following this, and within five school days, parents are informed of the results of the NYSITELL and ELL status using the NYCDOE Continued Entitlement notification letter in the parents' preferred language.

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).
After the ENL teacher has administered the HLIS, the informal student interview and the NYSITELL and Spanish Lab-R (if necessary) and the teacher has reason to believe that the student may have had interrupted formal education, the following assessments would apply: The SIFE oral interview questionnaire is used to assess if, in fact, the student has had interrupted formal education. In addition, the SIFE questionnaire allows ENL teachers to assess the level of education the students' parents or guardians have completed. This assessment also provides some insight into the students' literacy in the native language. After the SIFE questionnaire has been administered, the LENS (Literacy Evaluation for Newcomer SIFE) is administered to further determine the level of literacy in the native language. The information that results from this assessment is highly informative and will help the SIFE's teachers plan appropriate instruction for them. SIFE students arrive with a range of skills in both literacy and math, so knowing this information is highly beneficial for the teachers and school staff to be aware of. Finally, with this information, teachers of SIFE students can plan appropriately with the assistance of specific SIFE curriculum. Student work that is produced is used to further inform instruction and allows the teacher to continuously assess the students' level of proficiency in both the native language as well as English.
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).
In order to determine NYSITELL eligibility for students entering the school with an IEP as well as a home language other than English, the school has formed an LPT, which consists of the ENL teacher, the bilingual psychologist, the special education teacher for the grade the student is entering into, and the student's parent or guardian. It is the responsibility of this team to review the evidence of the student's English language development. As per the ELL Policy and Reference Guide, the LPT is to determine, after careful review of provided documentation, if the student should or should not take the NYSITELL exam. If the LPT recommends that the student should take the exam, it is administered to the student and the normal ELL identification process continues. If, however, the LPT recommends that the student should not take the NYSITELL, the recommendation is then sent to the principal for review. Upon review, the principal determines if the student should or should not take the NYSITELL. If the student takes the exam, the normal ELL identification procedures continue. However, if the principal has determined that the student should not take the exam, the determination is then sent to the superintendent or their designee for further review. At this point in the identification process, the parent is notified within 3 days of the principal's determination. It is then the responsibility of the superintendent, or their designee to determine if the student should or should not take the NYSITELL. If the superintendent or their designee determines that the student should take the NYSITELL, it is administered to the student and the regular ELL identification process continues. If, however, the superintendent determines that the student should not take the exam, the parent is notified and the ELL identification process ends.
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.
Following the administration of the NYSITELL, the ENL teachers notify parents of their child's eligibility for ELL services. If the NYSITELL results do not identify the student as an ELL, a non-entitlement letter is sent to parents, indicating them of the results. If the NYSITELL results do identify the student as an ELL, the following procedures take place: Information is provided during a parent orientation in the parents' preferred language. During this orientation, the parent is provided with information regarding the school's curriculum, common core standards, assessments used in the classroom as well as school-wide, and the goals each ENL program works towards. In addition, the parent views the parent orientation video in their preferred language, which explains the three program options they can choose from for their child's bilingual services. After watching this video, parents are provided with the Parent Survey and Program Selection Form. Parents have five school days to complete and return this form indicating their preferred program choice. Once the form is completed and returned, the parents' first choice is entered into ATS. If a parent's program choice is not currently available in our school, the parent is informed that the selection is not available at our school site. The parent is then provided with two options:
- Keep the student enrolled at our school in an available program; OR
- Transfer the student to a different school where the parent's selection is currently available.
Once the student's program has been determined, parents are sent a placement letter (in the parents' preferred language) indicating which program their child has been placed into.
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).
When a student enters the school, the HLIS is completed by the parent with help from the ENL teacher along with the informal student and parent interview. After it is determined that the student is eligible to take the NYSITELL exam, the test is administered and the student's results are used to determine his or her ELL status. If it is determined that the student is an ELL, an entitlement letter is sent home to the parents within 5 school days indicating the results of the exam and that they have the right to appeal the ELL status within 45 days of enrollment into the school. If the parent decides to appeal the ELL status, the school begins the Re-identification Process – conducted by qualified personnel – such as the ENL teacher, which then allows schools, parents, and students who believe a student may have been misidentified as an ELL or non-ELL to request- within 45 school days of enrollment- that the ELL identification process be administered a second time. The school must then initiate the review of the ELL status determination after receiving a written request from any of the following:

- A student's parent or guardian
- A student's teacher (if the teacher's request includes written consent from the parent or guardian)
- A student of 18 years of age or older

A re-identification process must be completed within 10 school days after receiving the written request.

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.

During the 10 school day timeframe to determine ELL identification, if the NYSITELL exam results identify a student as an ELL, the following procedures occur: information is provided during a parent orientation in the parents' preferred language. During this orientation, the parent is provided with information regarding the school's curriculum, common core standards, assessments used in the classroom as well as school-wide, and the goals each ENL program works towards. In addition, the parent views the parent orientation video in their preferred language, which explains the three program options they can choose from for their child's bilingual services. The ENL teacher explains the programs further by indicating what the specific language goals are for each program. Furthermore, they explain to the parent which program options are available at the school, and which are not. The teacher allows the parent to ask any questions they may have regarding the programs and the identification process. After watching this video, parents are provided with the Parent Survey and Program Selection Form. Parents have five school days to complete and return this form indicating their preferred program choice.

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

Parent Survey and Program Selection forms are completed on the school's premise during Parent Orientation. At that time, the ENL teacher copies the forms, placing one set of copies into the student's cumulative folder, and one copy in the ELL Compliance Binder. If, for any reason the Parent Survey and Program Selection form cannot be completed during the Parent Orientation, the letter is sent home with the parent and if the letter is not returned within 5 days, additional notification is completed if necessary to ensure that the school receives the parent's preferred program choice. If, after multiple outreach attempts, the school does not obtain the form back, the default program choice is transitional bilingual education, if offered by the school, as per the new CR Part 154.2. Every effort is made to ensure that parents complete the Parent Survey & Program Selection Form. Outreach attempts are tracked and maintained in the school through digital data Excel sheets. While waiting for a parent to complete the form,

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

The school monitors the Parent Survey and Program Selection forms that have not been returned by sending out additional notifications to the home. The school tracks these outreach attempts in an Excel document to maintain record of the outreach. After several attempts to receive the form have been made and the form has still not been received by the school, the default program choice, transitional bilingual, is selected for the student.

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

After determining the student's program, the school sends to the parent a Placement letter in the parents' preferred language that explains the program that their child has been placed in. A copy of the letter is made before being sent out and kept in the ELL Compliance binder. Furthermore, a tear-off sheet is attached to the letter sent out to parents in order for the school to ensure that the parent received the form and understands its content. Upon receiving the tear-off sheet, the school places it with the copy of the placement letter inside the ELL Compliance Binder.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

The ENL teacher maintains an ELL Compliance Binder, which keeps copies of all parent notifications and information. The school secretary monitors the students' cumulative record retaining all original documents of parent notifications, such as HLIS forms, Entitlement/Non-entitlement/Continued Entitlement letters, Parent Survey and Program Selection forms, placement letters, and if necessary the LPT's NYSITELL determination form. Copies of these documents are also placed in the ELL Compliance Binder.

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.

Each spring, before NYSESLAT testing begins, letters are sent home to students eligible to take the exam to notify parents of the upcoming test. The school's Principal and Assistant Principal work together to modify teacher and student schedules in order to formulate an appropriate list of proctors for the exam. The RLER screen is accessed through ATS which provides a list of students eligible to take the exam. This list is then used to determine room placement. Students who require directions and/or questions read and reread are taken into account when estimating testing time. Students are grouped according to grade level for Listening, Reading and Writing portions of the exam. The Speaking section is administered individually, and students are scheduled according to proctor and room availability.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

As described above, all written communication that is sent home to families is sent with a tear-off sheet for parents to complete. The tear-off sheet requires parents to sign, date and return to ensure that they have read and understood the attached information. Copies of continued entitlement letters as well as transitional support notifications are kept on file in our school's ELL Compliance

Binder. The ENL teacher files tear-off sheets in the ELL Compliance Binder and keeps track of returned sheets on an Excel spreadsheet.

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).

For the past few years, Parent Survey and Program Selection forms have shown evidence that parents have chosen ENL as their preferred program choice. The school currently offers a Transitional Bilingual Education class for parents who request TBE as their preferred program choice. This class has moved up to PS/MS 206M through our feeder school, PS. 112. The number of parents who have chosen this program remains small, as the current TBE class contains only 9 students. Furthermore, we have found that a very small number of parents have requested Dual Language as their preferred program choice. To align our school's programs with that which parents are requesting, our school will begin a Dual Language program which will consist of two classes. These two classes are transitioning to our school from our feeder school, PS. 112.

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.

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

b. TBE program. *If applicable.*

N/A

c. DL program. *If applicable.*

The DL program is a 50/50 two way program. We use a side by side model in which students alternate their language of instruction each day so that students receive instruction in core subjects in both English and Spanish. There are two ICT classes that utilize two rooms in the school. Instruction in Science and Social Studies is also provided in both English and Spanish. Throughout the day both heterogeneous and homogeneous groupings are used for content instruction as well as SSL and ESL instruction.

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 ENL program follows the guidelines set for CR Part 154.2. In the integrated (co-teaching) ENL model, students are taught by both the certified ENL instructor as well as by the content teacher – in the mainstream classroom, simultaneously – to ensure students are receiving ELA instruction. In the stand-alone model, students are taught in heterogeneous groups either in the classroom designated for ENL instruction groups or the library. This model allows the ENL teacher the ability to deliver specific ENL instruction – using HLA strategies when necessary.

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.

For the dual language program, in our side-by-side model there is one classroom used for English instruction and one room used for Spanish instruction. The teachers in these classes plan together to ensure continuity between the English and Spanish instruction. Three periods of common planning time are provided to help in this effort. We will use the side-by-side model to ensure that instruction is provided in both languages and meet the demands of the CCLS. The content areas are approached through the development and delivery of lessons for ELLs that have both language and content objectives. The content objective would be the theme or subject with which the ESL teacher works for that (i.e. Westward Expansion in Social Studies). The language objective would be a compliment to the content objective, in that it will help to make accessible to the students the language that they would need to interact with the content (i.e. students will write in the past tense when retelling a story). For example, the grammar point of writing in the past progressive might be a good compliment do discussing what was happening during a particular period of history. The Common Core Learning Standards are very beneficial in creating ENL curriculum in that they are heavily focused on ELA and specific language goals and can easily be translated into language objectives for lessons. Also, co-planning and collaboration between the ENL and mainstream classroom teachers provides the ENL teacher with further knowledge of the content that the mainstream classroom teachers are addressing. This helps the ENL teacher to further scaffold the material to make it more accessible to English language learners. Methods such as frontloading vocabulary for reading and using visuals to support vocabulary comprehension have proven very effective in helping to make the content more accessible for ELLs.

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

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

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

To ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year, the certified ENL teacher creates units and lesson plans that encompass the four modalities. Throughout the year, formative and summative assessments are conducted. For example, for a listening assessment, the ENL teacher may play the audio of a pre-recorded story and have students answer follow-up questions. For speaking, the ENL teacher may provide the opportunity to do a Reader's Theater or have student's present information about their home countries. For reading, the ENL teacher may have the student read out-loud and track miscues or other grammatical errors. Lastly, for writing, the ENL teacher may require students to complete a short narrative that includes sensory details. The results of the assessments allow the teacher to inform his or her teaching and tailor instruction based on the needs and strengths of the ELLs. An example of a lesson in which all four modalities are touched upon would be on in which students listen to instructions from a teacher, read a passage aloud, turn and talk to a partner at certain key points in the passage to make inferences, and then provide a written response to the passage.

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

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

a. The plan for SIFE students is as follows:

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

- Identify SIFE students upon their entrance into the school.
- Pair students in class who speak their native language.
- Utilize follow-along audio tapes with print support.
- Provide at risk services from bilingual speech teacher.
- Purchase picture dictionaries and high interest, picture support texts.
- Parent support and meetings to facilitate the transition process.

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

- Total Physical Response (TPR), basic conversation, and vocabulary development are part of their instructional program. More advanced students receive ENL through the content areas.
- Newcomers to this country receive the mandated 360 minutes or ESL instruction per week.
- Taught in groups for maximum opportunities to work on listening, speaking, reading, and writing.
- Given instruction in developing both BICS and CALP.
- Interactive regalia, supported and interactive instruction.

-All newcomers will receive additional instructional support after school as part of extended day programs.

c. Differentiated instruction for developing ELLs is as follows:

- Create graphic organizers for use in content classroom as well as ENL classroom
- Provide visual glossaries and other visual supplements for text heavy readings
- Group students with other students on similar development levels for direct instruction from a content or ENL teacher
- Provide “cheat-sheets” of language students may struggle with to carry around with them

d. Differentiated instruction for long-term ELLs is as follows:

- Provide high-interest; low-level books
- Further development of Tier 2 and 3 words
- Further grammar instruction to assist in writing development

e. Differentiated instruction for former ELLs is as follows:

- Provide instruction and supports for up to two years after scoring ‘Commanding’ on NYSESLAT
- As necessary, provide one-on-one support with writing
- Provide plenty of models and examples of exemplary work

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.

Between 6 and 12 months (from the date of the superintendent’s notification to the principal, parent, guardian, and/or student), the principal, reviews the Re-identification Process decision to ensure that the student’s academic progress has not been adversely affected by the determination. The principal consults with a qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student, and may reverse the determination within this same 6-to-12 month period. If the principal’s decision is to reverse the ELL status, he/she must consult with the superintendent or his/her designee. Final decision notification must be made in writing to the parent, guardian, and/or student in the parent’s preferred language within 10 school days.

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?

Identified ELL-SWDs receive individualized academic support both within and outside of the classroom. Scaffolded instruction is provided to provide them with instruction tailored to the needs of each student. The specific needs of each student and best practices of instruction reflect the needs outlined on students’ Individualized Education Plan (IEP). Classroom teachers and the ENL teacher work together to provide the best instructional strategies and to help maintain instructional consistency inside and outside of the mainstream classroom. These practices provide access to content areas in addition to accelerating ELL-SWDs language development. Such instructional strategies and grade-level materials include but is not limited to: adapted readings and lessons from curriculums and texts, increased use of visuals and video, small group instruction, repeated directions, modified directions. Additionally, bilingual dictionaries are provided to students to support their native language development. Our ENL and special education teachers work together to provide each student with the appropriate content and instruction through the use of these materials and strategies.

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?

The school has all necessary services to meet the needs of all of the students in the school who have IEPs, including ELL students. The ESL teacher collaborates closely with special education teachers to give students extra support for the ELA test. In addition, the ESL program has meetings with the School Based Support Team (SBST) to closely monitor the ELL students who have Individualized Education Plans (IEPs). This collaboration allows us to focus on our students specific academic needs, to monitor their progress, and adjust instruction as needed. Teachers of ELL/SWD students use accommodations such as charts, preferential seating, break schedules, individual schedules, supportive checklists, on-task prompt cards, graphic organizers, and visuals to create instruction accessible to each student according to their needs. Teachers employ specific, familiar vocabulary and use technology to provide instruction that allows students to engage in learning through the academic content areas as well as to accelerate their English language development. P.S./M.S. 206M provides the least restrictive environment for ELL/SWD students through placement in ICT, Autism Spectrum Disorder (ASD) Nest classrooms and classes that are collaboratively taught between the certified ESL instructor and the mainstream classroom teacher. ICT and ASD classes are taught by two teachers - one Common Branch-certified teacher and one Special Education-certified teacher. Both teachers have attended and continue to attend Professional Development (PD) days at which the best practices for ESL instruction are discussed and strategized. When possible, the ESL teacher pushes into these classrooms to provide ESL services or provides ESL services in a small group setting right outside of the classroom. This instruction is coordinated with the other service providers in the school, including Physical and Occupational Therapy, Speech Therapy, and AIS and SETSS services.

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*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) 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.

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 Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL 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 K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) 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.

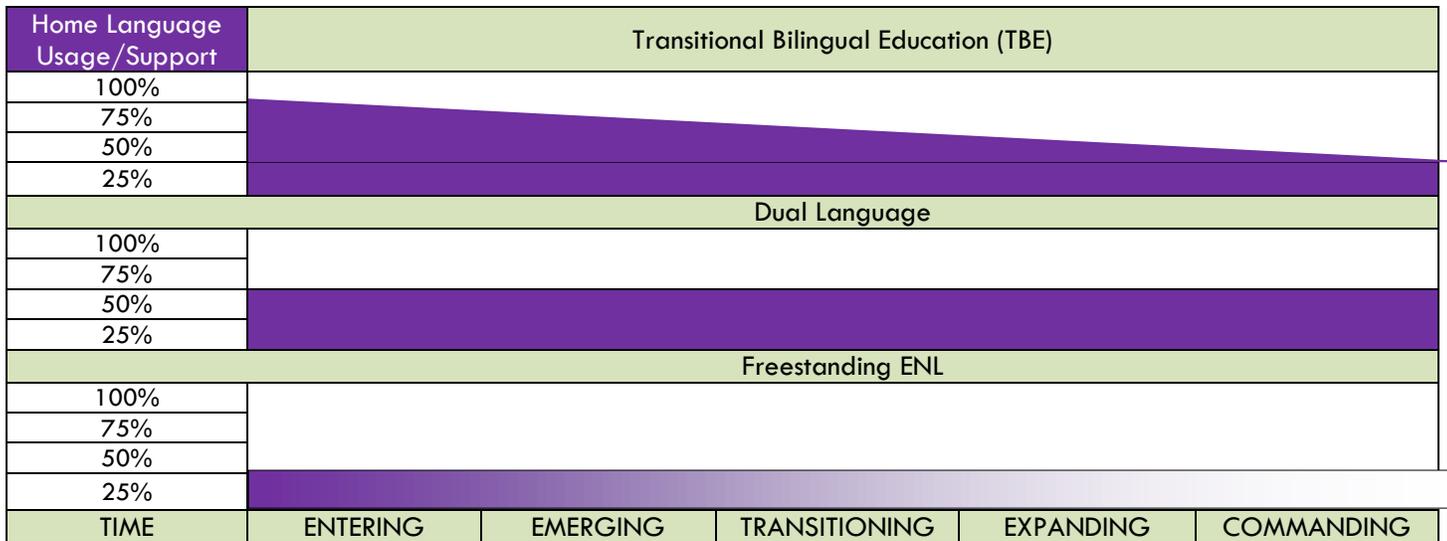


*Note: “other approved services” does not apply to New York City at this time.

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. In both the ESL classroom and students' mainstream classroom, assessments are used to guide instruction and inform teachers of present levels of performance. Teachers College Reading Records are used to indicate a student's reading level and the particulars of the language (i.e. syntax, interpreting meaning) with which a student may be struggling. Also, Measures of Student Learning (MOSL) tests are administered toward the beginning of each year to assess students' skills in ELA and math. In regards to ELLs, many of the interventions occur in small groups, whether in a push-in or pull-out setting. The ESL teacher makes the language more accessible in a number of ways. For example, in a math lesson in which ELLs are working with word problems, the ESL teacher will highlight key vocabulary words in efforts to lead the students to choosing the correct operation to solve a problem. In the case of an ELA lesson, the ESL teacher will often frontload certain vocabulary words and use employ visuals more so than in a mainstream classroom. Subgroups such as "Entering" and "Emergent" ELLs will sometimes be provided with a bilingual glossary for certain tasks. For ELLs with IEPs, the ESL teacher will meet with the special education coordinator in efforts to accommodate not only the linguistic needs of the students, but other needs as well. For example, if a student needs a certain amount of breaks over a period or if a student works with a paraprofessional, space and accommodations can be made. In the case of one student, a paraprofessional accompanies him to the classroom and I can have a lesson in which I utilize the paraprofessional and modify the lesson (i.e. highlighted vocabulary, having the directions read aloud) so to make it more accessible to the student.
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 particularly effective because it is approximately 60% based on the push-in model and 40% on the stand-alone model. Keeping ELLs in the classroom while working with them keeps them from missing out on content area exposure. During the 40% of the time that the students are in stand-alone classes, certain elements of the language are focused on and made more accessible in a small-group setting and give students a chance to produce more output, so to demonstrate their grasp (or lack thereof) on the language. Also, all of the teachers are made aware of the ELLs that they have in the beginning of the year via an email sent by the ENL teacher to each mainstream classroom teacher, informing them of the ELLs in their class. This helps to make the mainstream classroom teachers more cognizant of the struggles that the ELLs in their class may be having. Furthermore, collaboration in lesson planning between the ENL teacher and the mainstream classroom teachers as well as a Dropbox that has been set up for mainstream classroom teachers to share their lesson plans and materials with the ENL teacher help the ESL teacher to make the language in the content area more accessible to the students. Constant communication between the mainstream classroom teachers and the ENL teacher is a big part of what makes our ENL program so successful and effective.
12. What new programs or improvements will be considered for the upcoming school year?
- With the creation of our dual language program we have created a dual language leadership team to help assess changes that may need to be made.
13. What programs/services for ELLs will be discontinued and why?
- There are no plans to discontinue any services.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are afforded equal access to multiple school-wide enrichment and extended-day programs, including homework help, school sports teams such as cheerleading, School's Out New York City (SONYC) by City Year, and Bronx Arts Ensemble. In addition, the school receives Title III funds to administer an after school program specifically for ENL students. This program, which is staffed by certified ENL teachers, provides ENL students with additional support with English language development through instructional activities that are language-based and designed with research-based scaffolds.
- The school invites ENL students to participate in enrichment and after school programming by distributing communication to families through flyers, which are translated into Spanish by the parent coordinator. Classroom teachers, ENL teachers, and administrators may recommend students to these programs during their communication with families, including formal family engagement programming such as Curriculum Night. Administrators send daily reminders to staff via e-mail about deadlines for program applications, which are then communicated to students and families. Additionally, staff members from these programs present at family engagement events, such as 6th grade orientation.
- In the 2015-2016 school year, the Bronx Arts Ensemble, which is available to elementary students, has 12% ENL enrollment. City Year enrichment programs and homework help, which are available to all grades, have a sizable ENL enrollment. Title III programming is designated entirely for ENL-entitled students.
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.
- ENL teachers design and create scaffolded instructional materials for ELLs in both content area classes and standalone instruction. Scaffolds may include: graphic organizers, guided notes, anchor charts, manipulatives, exemplars and anchor texts, glossaries of key discipline-specific terms and Tier 2 words that include translations, videos with subtitles, and additional comprehensible input

such as Powerpoint presentations.

ENL teachers use BrainPop ESL, which provides informational videos and enrichment activities that resemble gaming. The ESL extension utilizes ENL-specific strategies by presenting material with increased comprehensible input such as a slower pace of speaking and subtitles. Translation applications and web-based services such as Google Translate are frequently used by ENL teachers to scaffold instruction, especially when targeting vocabulary acquisition. Students are encouraged to use these tools as well in their production of language. In speaking activities, students occasionally use the web-based Vocaroo, which allows them to record their speaking and distribute the recording as an audio file or hyperlink, or to immediately listen to their speaking.

ENL teachers will translate portions of instructional materials into students' native language based on English language proficiencies and corresponding levels of needed support. The ENL office and resource room includes a library with dictionaries in Spanish, French, Russian, Wolof, and Arabic, as well as an extensive collection of bilingual books in English and Spanish and monolingual Spanish books.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Home language support is delivered in the Freestanding ENL program through prompts in Spanish if needed by the ENL teacher. The teacher may also translate prompts or other components of instructional materials into students' home languages. There is also a sizeable assortment of bilingual (English and Spanish) and Spanish monolingual books available in the ENL resource room and office. The approximately 15% of ENL students who speak Chinese, French, Fulani, Russian, and Wolof are permitted to use bilingual dictionaries for translation purposes when necessary, as well as web- or app-based translation services.

When taking standardized math and science tests, ELLs have the option of receiving a test booklet in their native language as well as access to bilingual dictionaries. They can also have the questions and directions read to them in their native language. The school has a number of bilingual staff members that have the ability to communicate in Spanish, French, and Bengali.

In the Dual Language program, students receive 50% of instruction in English and 50% in Spanish, which supports the home language of students who are Spanish-dominant. Instruction in Spanish is delivered by two certified bilingual teachers.

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

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

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).

To assist newly enrolled ENL students before the beginning of the school year, they are invited to the school for a tour of and to meet with the ENL teachers as well as any of their other administrators, teachers, and staff that are on the premises, such as classroom teachers, specialists, special area teachers, school safety officers, and front office staff. ENL teachers and available administrators conduct the tours. Throughout the school year, newly enrolled ENL students and their families are offered a similar tour to assist in their transition to the school. Throughout the year, we have a host of activities to help ENL students and their families become familiar with the school. Such activities include orientations, parent teacher nights, dances, and other cultural events. Also, all ELL students are entitled to take part in the Title III-sponsored after school program, which aids in enriching their English language skills and is staffed by certified ENL teachers.

19. What language electives are offered to ELLs?

Spanish is offered to ELLs as an elective in grades 5-8 at our school.

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)?

The school uses a self-contained model for the Dual Language program, so English-dominant and Spanish-dominant students are integrated for 100% of instructional time. Both classes that comprise the Dual Language program have English-dominant and Spanish-dominant students. All core subjects are taught in both English and Spanish, and the program model is such that students learn in an English-only room with monolingual teachers for one day and switch to a Spanish-only room with bilingual teachers the following day for literacy and math. The same model is used for social studies and science. For all students, including those who are emergent readers and writers, the two languages are taught simultaneously in their respective English-only and Spanish-only literacy classes. However, based on assessment data teacher may choose to designate instructional time to target literacy development in whichever language needs the most support. For example, if the Spanish-dominant students who are emergent with respect to literacy appear to need further instruction in letter-sound recognition in Spanish, teachers will design instruction to address this need. Classrooms maintain monolingual instruction in the respective languages.

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.)
ENL teachers attend various professional development opportunities (PDs) hosted by the District, specifically the Division of English Language Learners and Support Services. Trainings and workshops cover broad topics related to ENL administration and instruction, such as intake protocol, policy changes, or linguistic properties of mathematics or science discourse. The assistant principal also attends these PDs on occasion, and classroom teachers may be asked to attend. The school employs a consultant with an ENL teaching background who is available multiple days a week to meet with both ENL and classroom teachers to discuss instruction. There are regular school-wide professional development meetings, held every Monday, during which ENL teachers occasionally present to classroom teachers and staff about instructional strategies or resources for ENL students, including new learning from District PDs. On an upcoming school-wide professional development day, ENL teachers will host an "information session" for staff and classroom teachers followed by allotted time for co-planning every Tuesday. Administrators and ENL teachers are responsible for updating administrative staff about updates to ENL-related protocol following District trainings.
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?
District staff and the Division of English Language Learners hosts multiple professional development days throughout the year during which aligning instruction with the Common Core Learning Standards is the primary objective. Activities within these PD opportunities may include: reviewing both seminal and recent literature related to ENL learning, applying theoretical frameworks to teaching hypotheticals that involve CCLS-based tasks to determine possible challenges or barriers to entry, exploring how Common Core standards engage students in language, and discussing specific strategies for scaffolding instruction and learning activities that are CCLS-aligned. Administrators suggest relevant trainings to teachers of ELLs, including ENL and bilingual teachers.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
As students transition from elementary to middle school or middle school to high school, our guidance counselor, social workers, and various other staff members, including teachers, assist students and families with the application process. They also facilitate participation at middle school and high school fairs, as well as visits to prospective schools. Staff will schedule visit and send multiple reminders to students and families of upcoming scheduled events related to transitions. All students, including ENL students, get individual counseling about the transition process. Our staff reviews prospective schools' student handbooks with students to give them adequate time and opportunity to familiarize themselves with middle and high school expectations and policies. Families can have translators present at meetings. (Most students transitioning from P.S. 206M opt to continue to middle school at M.S. 206M, since it includes grades 6-8.)
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.

Administrators inform teachers and staff of relevant PD opportunities, including those facilitated by the Division of English Language Learners. They further ensure that the stipulations of Part 154 are met by prioritizing trainings and workshops that are specifically for the integration of ENL learning frameworks and instructional strategies with discipline-specific content and practices. For example, an ENL teacher was directed by administrators to attend two trainings in the linguistic considerations of math and science discourse, both of which were offered by the Division of English Language Learners. These trainings aligned with the mandate for professional development that strengthens' educators' understanding of the integration of ENL instruction with content learning.

Administrators also allot a portion of in-school professional development to ENL-specific themes. For example, for an upcoming professional development day, an ENL teacher will host an information session for all classroom teachers and staff, followed by weekly meetings about instructional strategies for ENL students. Engaging ENL teachers in school-wide PD this way supports efforts to meet the stipulation that 15% of hours for all teachers relate to the instruction of ELLs.

All staff members maintain records by filing agendas from professional development hours, including school-wide PDs, as these include a portion of the ENL-specific training. Agendas from District trainings are similarly filed by individual staff members. Administrators maintain attendance sheets for each PD session, and when staff attend trainings and workshops off-site they sign any available attendance sheets. For teachers who meet with the school's instructional consultant, including ENL teachers discussing issues related specifically to the teaching of ELLs, the consultant maintains records of dates and times that she meets with teachers.

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?

Meetings for families of ELLs include but are not limited to: incoming student orientations, school curriculum nights, PTA meetings, and IEP meetings. Additionally, the Dual Language program hosts monthly parent meetings to provide information about programming and student progress. Throughout the year, ENL teachers will schedule individual meetings with families of ELLs to discuss goals, current performance, and next steps.

All teachers use their Tuesday afternoon designated parent outreach time to meet or speak individually with family members about students' progress. For ENL students, this outreach might include discussion of language development and further needs. The staff includes a number of personnel who are fluent or proficient in Spanish, French, or Bengali, and if needed these staff members may provide translation during interactions with families. The school also utilizes the Office of Translation and Interpretation to provide translations for documents for families as well as contracting interpreters when needed for in-person meetings. In the past, the school has outsourced translation services to The Big Word.

When parents attend individual meetings, they sign a sign-in log that includes the date and their name. Teachers take notes during these meetings that also list the date and topics discussed. Both classroom and ENL teachers keep the sign-in log and meeting notes on file to maintain records of these individual meetings. If meetings include a survey or form related to ENL compliance, such as the Parent Survey & Program Selection Form for incoming ELLs, the ENL teachers keep a copy of these completed forms in the ENL Compliance binder for the current school year and place a copy in the student's permanent record.

When parents attend group meetings, such as the Dual Language parent meetings, they sign an attendance log that is filed by the assistant principal. An agenda of these meetings, as well as meeting notes, is also kept by the assistant principal and if possible shared in digital form through Google Drive with the ENL teachers and any other staff in attendance.

ENL teachers maintain spreadsheets of correspondence as it relates to compliance. For example, the ENL teachers log when entitlement letters were distributed to students, as well as any reminders to students about returning the letters. All correspondence, including letters that are to be signed and returned, letters that are not required to be returned, as well as copies of any flyers to families, in the ENL Compliance binder.

Additionally, when teachers e-mail or call parents for outreach, the communication is recorded in the Parent Contact Log. The log lists the date, the name of the person contacted, the method of communication, the reason for contacting, and the outcomes or next steps. Each instance of outreach is logged, even if phone calls are unanswered or phone numbers are disconnected. Teachers maintain these logs individually.

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.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. The school holds monthly meetings for parents and families in the Dual Language program. These meetings provide refreshments, are scheduled at a time that families report is convenient, and are conducted in both English and Spanish. This year the school has reached out to the District to co-facilitate engagement for this program, and the most recent family meeting featured an informational session from a district representative about Dual Language programs across the Department of Education. The meetings typically inform parents about the current and upcoming curriculum, teacher observations of student progress, and ample opportunity for parents to ask questions or report their own observation of the child's language development, as well as any concerns they may have.

The school's parent coordinator schedules multiple events with the specific objective to support families. For example, the coordinator recently scheduled a morning informational fair in the school's gymnasium to inform families about current opportunities for students and local community resources. Outreach for this event included bilingual flyers and phone calls to students' homes from the coordinator, who is bilingual (English and Spanish). The parent coordinator also assists with translating notifications of school events, such as an upcoming cheerleading performance and Zumba class, into Spanish.

There are also periodic school-wide meetings for families like Curriculum Night to reach out to parents and keep them informed of the school's activities.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Parents are made part of the school community through workshops, performances, PTA or parent meetings, and parent-teacher conferences. In addition, our Community Based Organization (CBO) partnerships with City Year's after school homework help program, Dancing in the Classroom, Studio-In-A-School, and Healthy Schools Healthy Families connect parents to the school and deepen the sense of community between school and parents. Parents are also consistently made aware of their child's progress via report cards and conferences with both the classroom teachers and ENL teachers.

There are opportunities for parents to observe classes, ask questions, view a video in their native language, and meet with teachers in regards to the English language services available. These orientations are provided by the certified ENL teacher in coordination with the parent coordinator, who is bilingual in English and Spanish. The orientations are conducted either during the day or in the evening, depending on the parents' work schedules.

5. How do you evaluate the needs of the parents? Parents' needs are determined based on survey feedback, one-on-one conversations, and assessment of students. For example, a survey is administered to parents of select students that asks them to answer questions about the child's interests, future prospects, strengths, and areas and skills towards which parents would like additional support directed. Teachers also reach out during the weekly Tuesday engagement time to discuss parents' questions or concerns, as well as additional days and time outside of school. These communications are done primarily through e-mail and phone. Scheduled events for parents outside of the school day may include activities that gauge parents' questions, concerns, and needs. For example, at the first Dual Language parent meeting, the agenda included an activity designated to allowing parents to submit comments about their hopes, expectations, concerns, and broad reflections on the underlying principles and logistics of the program.

This information is used to facilitate workshops and other programming to meet parents' needs. Staff members who can translate for teachers and parents at meetings are made available at the necessary times.

6. How do your parental involvement activities address the needs of the parents? At the beginning of the school year, the certified ENL teacher will meet with parents to ensure that they are well-informed about the ENL program requirements and expectations, the NYSESLAT assessment, the Teachers College Reading & Writing assessments, as well as the instructional standards. Parents are encouraged to meet with their child's teachers during parent teacher conferences at least twice a year as well as at other times throughout the year about their child's progress. Translators are provided for these parent teacher meetings when necessary. There are also ongoing parent teacher sessions for newly enrolled ELLs. The parent coordinator, who is bilingual English and Spanish, works closely with the parents of ELLs by providing information from the DOE website, as well as available on-site resources and materials. In addition, the coordinator plans events for families at the school, such as a recent informational fair about local community resources. The coordinator communicates upcoming events through flyers and phone calls to students' homes, and translates outreach materials for Spanish-speaking families.

Parental involvement activities include invitations to parents for writing and publishing celebrations in the classrooms, parents as reading and math partners, workshops in literacy and math that will be provided monthly to support student learning at home, library trips where parents can read to their parents in their native language, invitations to multicultural events, technology workshops to assist parents in navigating the online systems to help support their children, informational workshops on ELA and math state test expectations. All sessions are provided with Spanish language translation.

D. Additional Information

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

Paste response here:

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

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 04M206 School Name: Jose Celso Barbosa
Superintendent: Estrella

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) by the Translation and Interpretation Unit**
- The LAC is involved in the development of this Translation and Interpretation Plan**

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

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

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

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

We identify language preferences for both written and oral communication using data collected from various sources. Our ENL teachers use data collected from the HLIS and share that data with the school secretary to make sure that the correct information is entered into ATS. We also check with parents to see if there are any changes needed on emergency cards during parent-teacher conferences. All cards are collected and changes that are necessary are made in ATS.

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.

Arabic 8
Bambara 1
Bengali 5
Cantonese 1
Chinese 1
English 308
French 6
Haitian Creole 1
Fulani 4
Italian 1
Japanese 1

Mandarin 7
Mandinka 1
Russian 2
South Arabic 1
Spanish 134
Wolof 2

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.)

School policies (9/15)
Parent-teacher conference announcement (determined by NYCDOE)
School calendar (start of each month)
School newsletters (each month)
After-school program information (9/15 and as needed)
New York State testing dates (determined by NYCDOE)
Overview of student curriculum (10/15)
Graduation information (5/16)

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 conferences (determined by NYCDOE)
Curriculum night (determined by NYCDOE)
PTA meeting (monthly)
Parent outreach sessions (every Tuesday afternoon)
Counselor calls to parents (as needed)
Attendance teacher calls (as needed)
Need for summer school meetings with parents (6/16)

Part C: Providing Language Assistance Services

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

We will utilize the translation ability of Spanish speaking staff to perform Spanish translation of documents. We will also utilize the translation services of the Office of Translation and Interpretation for other languages needed to translate documents for families. We will require all documents going home at least a week in advance and in MS Word or pdf format to assure we have the time needed for translation.

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.

We will utilize the interpretation ability of Spanish speaking staff to perform Spanish interpretation for meetings. We will also utilize the interpretation services of the Office of Translation and Interpretation for other languages needed when meeting with families. We will use the unit's over-the-phone interpreters when possible. When not possible, we will use the services of The Big Word for interpretation.

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.)

We will staff meeting time at the beginning of the school year to inform staff of their options for translation and interpretation. Our ENL teachers will help communicate these options. We will also use email reminders throughout the year, especially when preparing for parent-teacher conference nights.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

We will notify families of their rights and the services that are provided by using the Chancellor's Regulation A-663 as a guide. We will provide the documents to families in their requested language.

Part F: Monitoring and Quality Control

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

We will collect feedback from the annual school environment survey, informal feedback from PTA meetings, feedback from School Leadership Team meetings, parent-teacher conferences and orientation meetings with parents.