

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

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

**28Q206**

**School Name:**

**P.S. 206 THE HORACE HARDING SCHOOL**

**Principal:**

**JOAN THOMAS**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

PS 206

School Name: The Horace Harding School School Number (DBN): 28Q206

Grades Served: pre-kindergarten-grade 5

School Address: 61-21 97th Place Rego Park, NY 11374

Phone Number: 718-592-0300 Fax: 718-277-7011

School Contact Person: Joan L. Thomas Email Address: [jthomas4@schools.nyc.gov](mailto:jthomas4@schools.nyc.gov)

Principal: Joan L. Thomas

UFT Chapter Leader: Paula Friedlander  
Kathryn Oliver

Parents' Association President: Laura Avelino

SLT Chairperson: Joan L. Thomas

Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Diana Lee

Student Representative(s): not applicable

**District Information**

District: 28 Superintendent: Mabel Sarduy

Superintendent's Office Address: 90-27 Sutphin Blvd Queens, New York 11435

Superintendent's Email Address: [msarduy@schools.nyc.gov](mailto:msarduy@schools.nyc.gov)

Phone Number: 718-5572618 Fax: 718-557-2623

**Borough Field Support Center (BFSC)**

Marlene Wilks

BFSC: Queens South Director: 82-01 Rockaway Blvd Ozone Park, NY 11416

Director's Office Address: [mwilks@schools.nyc.gov](mailto:mwilks@schools.nyc.gov)

Director's Email Address: 718-642-5855

Phone Number: 718-642-5855 Fax: 718-642-5855

## 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)
Joan L. Thomas	*Principal or Designee	
Paula Friedlander	*UFT Chapter Leader or Designee	
Kathyrn Oliver	*PA/PTA President or Designated Co-President	
Marie Torres	DC 37 Representative (staff), if applicable	
Diana Lee	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	
Linda Goldman	Member/ UFT	
Kimberly McManus	Member/ UFT	
Brenda Jackson	Member/ UFT	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Jenny Fernandez	Member/Parent	
Michael Oliver	Member/ Parent	
Mari Isakov	Member/ Parent	
Theresa Cardoz	Member/ Parent	
	Member/	

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

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

#### **Strong Schools, Strong Communities**

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

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

#### **The Framework for Great Schools and CEP Development**



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

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

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

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> 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.
<b>Supportive Environment:</b> 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.

PS 206 The Horace Harding School is an elementary school that is located in Rego Park, New York. We have adopted the nickname "The Little Red Schoolhouse." We are truly the little red school house located directly on the service road off the eastbound Long Island Expressway. PS 206 The Horace Harding School has been in existence for well over a half century. We are truly a community school. We are proud of the fact that generations of families have attended elementary school at PS 206 The Horace Harding School. Our school has a rich tradition of academic excellence and community in the heart of Rego Park, New York.

Our school has a student population of 609. We are a pre-kindergarten-grade 5 school. Our school has an integrated co-teaching model for students with disabilities in grades Kindergarten, grade 1, grade 2, grade 3 and grade 5. We provide related services in the areas of speech and language therapy, occupational therapy, physical therapy and adaptive physical education. The Rego Park area of New York is a melting pot of New York City. We are very proud of the diversity in our school building. We currently have 172 students in our school who are English Language Learners. Our diversity is what defines us as a school community. Within our walls, over a dozen different languages are spoken and children attend PS 206 from over 30 different countries.

Our mission is to provide an educational environment that is warm, caring and safe for all students. At PS 206, learning is enhanced by: a research based successful literacy program; the development of critical thinkers and lifelong learners; the implementation of a common core curriculum which is interdisciplinary in nature; the integration of applied learning strategies and technology into the curriculum with the immersion of art and music into the everyday lives of all students. Through high expectations, committed parents, dedicated staff and administration, all students will lead us to a bright future.

PS 206 The Horace Harding School boasts a wonderful art and music program. Our student artists participate in an Art Fair Celebration at the end of the school year in which the art of our students is showcased for parents. In addition, we have an Art Club for our young ladies and young men during the lunch period. In our music program, our students in grade three learn how to play the recorder. Students in grades 4 and 5 learn how to play the keyboard. Our grade 4 and 5 chorus performs as a Winter Concert and a Spring Concert. Our students in grade 4 and grade 5 also participate in the Music Memory competition at the end of the school year. We have two science programs in our school. One focuses on Early Childhood Science for kindergarten-grade 2. The second is a hands-on, content rich program for students in grade 3-5. Both programs are content rich and provide students with opportunities to explore science through small group work or partnerships. Our science program has a partnership with the Alley Pond Environmental Center. Also, our grade 5 students attend a three day excursion to the

Taconic Environmental Center upstate New York. PS 206 has a partnership with the Queens Central Y and they provide a wonderful and unique after school program for students in grades 3-5.

As was highlighted earlier in our narrative, we have a very large and diverse English Language Learner student population. We have three certified English Language Learner teachers to provide their mandated services and to support these students and teachers in the classroom. During the winter and spring months, our Title III funds are used for a Title III ELL after school program for students in grade 2-5. We have entered into a partnership with Puppetry in Practice for these students in the Title III program.

When reflecting on the elements of the Framework for Great Schools, PS 206 The Horace Harding School made good progress in the areas of Supportive Environment, Effective School Leadership, Strong Family and Community Ties and

Trust. We will continue to grow in these elements as they are essential for looking at the big picture of a great school. The two areas that we will focus on for the 2015-2016 school year are: Rigorous Instruction and Collaborative Teachers. As a school community, we will continue to monitor, refine and reflect on all of these elements so that PS 206 The Horace Harding School will continue to be a great school.

## 28Q206 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	605	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	68.4%	% Attendance Rate		93.9%
% Free Lunch	69.5%	% Reduced Lunch		11.4%
% Limited English Proficient	21.2%	% Students with Disabilities		10.3%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.7%	% Black or African American		18.7%
% Hispanic or Latino	32.9%	% Asian or Native Hawaiian/Pacific Islander		18.9%
% White	27.8%	% Multi-Racial		1.0%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	3.34	# 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)		7.1%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		7.84
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	24.5%	Mathematics Performance at levels 3 & 4		33.5%
Science Performance at levels 3 & 4 (4th Grade)	81.8%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	NO	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	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.

After an analysis of student performance on local and state measures of student learning, evidence obtained through classroom visits based on the Danielson Framework and feedback from our Quality Review, we concluded that the Framework for Great Schools Element of Rigorous Instruction was necessary for our students to make progress for the coming school year. Our school has a curriculum that is common core based in all subject areas. We use the programs Ready Gen and Go Math to support our work with the common core standards. Our teachers work together to plan their units and to support the current programs with additional resources. Our instructional focus for the 2014-2015 school year was to focus on questioning and discussion in order to build a deeper understanding. As evidenced by classroom observations and analysis of student work, this focus was accomplished with consistency. As we move forward, our focus needs to continue to be with questioning and discussion but shifting it to an emphasis on the questions that students ask of each other and how they initiate discussions that are meaningful. In addition, we saw that during our Quality Review, our pedagogical practice was not consistently rigorous throughout the school. There were pockets of excellence and pockets of mediocre. There was conversation around this Quality Review indicator that focused on differentiation, grouping for a purpose, checking for understanding and an increase on student led discussions. For the 2015-2016 school year, the school will focus on creating a consistent rigorous instruction model that meets the needs of all learners in the classroom on a daily basis.

### 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, 90% of students in grades Kindergarten-grade 5 will increase their reading level at least 4 levels based on the Fountas and Pinnell Reading Assessment.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Ongoing professional development will be provided to all teachers at PS 206 with a focus on the delivery of rigorous instruction in the classroom, enhancing questioning and discussion techniques and how to group students based on their specific academic needs. This professional development will take place on the extended Mondays during the school year 2015-2016 school year. In addition, instructional learning walks will take place bi-weekly with administration and designated staff. Inter-visitations will take place in the school where teachers watch best practices in classrooms</p>	<p>Teachers and paraprofessionals</p>	<p>Start September 2015 and end June 2016</p>	<p>Lead teachers from instructional cabinet Math coach Principal Assistant Principal</p>
<p>Observation cycles by the administration with a focus on domain 1 and domain 3 of the Danielson Framework. Observation cycles will be conducted in a timely manner with immediate feedback and recommendations made for next steps. Principal and Assistant Principal will discuss observation results at cabinet meetings and create a plan for differentiating the support needed for teachers.</p>	<p>Teachers</p>	<p>Start September 2015 and end May 2016</p>	<p>Principal Assistant Principal Math Coach</p>
<p>ENL teachers and special education teachers understand questioning and discussion techniques and they will work with their cooperating teachers on scaffolding instruction to meet the needs of ELLs and students with disabilities in this area,</p>	<p>Teachers Paraprofessionals</p>	<p>Start September 2015 and end June 2016</p>	<p>English Language Learner Teachers Special Education Teachers Principal Assistant Principal Math Coach</p>
<p>Our parent coordinator will work with our families on providing workshop opportunities in the different elements of rigorous instruction. Families will participate in different activities during the extended day on Tuesday.</p>	<p>PS 206 Families Teachers</p>	<p>Sept. 2015 -June 2016</p>	<p>Teachers Parent Coordinator</p>

<p>Twice a year, families will be invited to Student Led Conferences.</p> <p>Intervisitations to classrooms to observe best practices, lesson plan studies, focused instructional learning walks, turnkey professional learning from lead teachers.</p> <p>Classroom teachers will engage students a rigorous instructional model that focuses on higher level thinking questions, student led discussions, guided reading groups.</p>	Teachers	Sept. 2015-	Math Coach
	Students	June 2016	Principal
		Nov. 2015-	Assistant Principal
		May 2016	Teachers
		Sept.. 2015-	Principal
		June 2016	Assistant Principal
			Teachers
			Principal
		Assistant Principal	

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
In order to achieve this annual goal, the following budget and resource alignments will be put in place: Monday afternoons will be used for professional learning around CEP goals and instructional focus. A system for observations that ensure timely and actionable feedback, scheduling that allows for planning time for grade level teams and planning times for vertical teams, the purchase of additional materials to support the current programs that are being used in the school, math coach for modeling and coaching purposes, articulation time between support providers and teachers.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	X	Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
In September 2015, the school will engage in a baseline assessment in reading, writing and math. The results of this data will be analyzed by teachers and administration to ensure the proper model for the elements of rigorous instruction. During this month, the initial planning conferences will take place with all teachers to set the instructional tone for the year and to work out an action plan for each teacher so that this CEP goal is mastered. In addition, during September, schedule of cycles for observations will be created. The first benchmark will take place in December 2015. During this month, students will receive a benchmark assessment in reading, writing and math. The data that is collected during this benchmark and will be analyzed by teachers and administration. The results from this benchmark assessment will be compared to the results from the baseline assessment from September 2015. By February 2016 80% will achieve effective in 3b. Observations will be reviewed and teachers will be grouped based on their ratings in domain 1 and domain 3 and the feedback that they have received. At this time, teaches who are struggling with domain 1 and domain 3 will meet with the principal or the assistant principal and their action plan will be revisited. The second benchmark will take place in March 2016. At this time an assessment will be given in reading,

writing and math. The data will be analyzed by the teacher and administration. The analysis will comprise of comparing results since the baseline and looking for weaknesses that will not allow students to enter the next grade. Administration will continue to look at observation results and monitor the effectiveness of the feedback. The final check will take place in June 2016. This check will comprise of administering final assessments and looking at student work. At the summative conferences, the principal will revisit the action plan and reflect on their celebrations and the focus for the following school year.

**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.

**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.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></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.

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

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

**Part 5 – Progress Monitoring**

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

**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.

After an analysis of student performance on local and state measures of student learning, evidence obtained through classroom visits based on the Danielson Framework and feedback from our Quality Review, we concluded that the Framework for Great Schools Element of Collaborative Teachers was necessary for our students to make progress for the coming school year. Our school has systems in place for teachers to communicate effectively, plan together and look at student work. Teachers engage in data talks with the administration in which they answer specific questions about their data. Teachers participate in student work protocols to look for trends in their classroom. It is evident through our conversations with teachers, their ability to modify units, make adjustments in instruction and understand their student data is at a developing phase. We received feedback from our Quality Review that emphasized the importance of teachers and teacher teams owning their data and handling their own data. Further feedback was given that within their collaborative teams, there is little evidence of the modification of unit maps or plans based on the data and the student work that teams work with.

### 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, 50% of teachers will increase one level in component 3D: Assessment in Instruction using the Danielson Framework for Teaching in the Advance System as evidenced by embedded practices for looking at student work, analyzing and interpreting formative/summative assessments and revising unit plans.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Ongoing professional development will be provided to all teachers at PS 206 with a focus on strategies on how teacher teams can work collaboratively to get the best results from their students. Professional development will focus on protocols for looking at student work and analyzing student data. There will be session on different scaffolding strategies for English Language Learner students and Students with Disabilities so that all teachers have a clear understanding of multiple entry points for tasks and how they can be effective. This professional development will take place on the extended Mondays during the school year 2015-2016 school year. In addition, instructional learning walks will take place bi-weekly with administration and designated staff. Inter-visitations will take place in the school where teachers watch best practices in classrooms</p>	<p>Teachers Paraprofessionals</p>	<p>Start September 2015 and end June 2016</p>	<p>Lead teachers who are part of the instructional cabinet  Math Coach  Principal  Assistant principal</p>
<p>Time will be set aside at least once a week in which teacher teams will meet together to look at student work, analyze data, have conversations around what is happening in their classrooms and make revisions and additions to their collaborative plan. Teacher teams will maintain an agenda, minutes and next steps which will be submitted to the assistant principal for review. All information will be shared with colleagues in the Teacher Team Newsletter. Teacher teams will also work together on creating tasks that have multiple entry points for all learners.</p>	<p>Teachers</p>	<p>Start September 2015 and end June 2016</p>	<p>Lead teachers who are part of the instructional cabinet  Math Coach  Principal  Assistant Principal</p>
<p>Teachers will plan with specialist of English Language Learners and Students with Disabilities. Teachers will engage in professional learning around these two areas so that they become masters of this population of student. The end result should be to have tasks available for students at their entry level.</p>	<p>Teachers</p>	<p>Start in September 2015 and end in June 2016</p>	<p>Teachers  Math Coach  Principal  Assistant Principal</p>
<p>Our parent coordinator will work with our families on providing workshop opportunities in the different elements of rigorous instruction. Families will participate in different activities during the extended day on Tuesday. Twice a</p>	<p>Parents</p>	<p>Start in September 2015 and end in June 2016</p>	<p>Teachers Administration</p>

year, families will be invited to Student Led Conferences. In addition, parents will have access to monitor their child's progress through Engrade, three report cards and a January Progress Report.			Parent Coordinator
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**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
In order to achieve this annual goal, the following budget and resource alignments will be put in place: Monday afternoons will be used for professional learning around CEP goals and instructional focus, inter visitations to classrooms to observe best practices, lesson plan studies, focused instructional learning walks, turnkey professional learning from lead teachers, a system for observations that ensure timely and actionable feedback, scheduling that allows for planning time for grade level teams and planning times for vertical teams, the purchase of additional materials to support the current programs that are being used in the school, math coach for modeling and coaching purposes, articulation time between support providers and classroom teachers.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	X	Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
In September 2015, the school will engage in a baseline assessment in reading, writing and math. The results of this data will be analyzed by teachers and administration to ensure the proper model for the elements of rigorous instruction. During this month, the initial planning conferences will take place with all teachers to set the instructional tone for the year and to work out an action plan for each teacher so that this CEP goal is mastered. In addition, during September, schedule of cycles for observations will be created. The first benchmark will take place in December 2015. During this month, students will receive a benchmark assessment in reading, writing and math. The data that is collected during this benchmark and will be analyzed by teachers and administration. The results from this benchmark assessment will be compared to the results from the baseline assessment from September 2015. Observations will be reviews and teachers will be grouped based on their ratings in domain 1 and domain 3 and the feedback that they have received. At this time, teaches who are struggling with domain 1 and domain 3 will meet with the principal or the assistant principal and their action plan will be revisited. The second benchmark will take place in March 2016. At this time an assessment will be given in reading, writing and math. The data will be analyzed by the teacher and administration. The analysis will comprise of comparing results since the baseline and looking for weaknesses that will not allow students to enter the next grade. Administration will continue to look at observation results and monitor the effectiveness of the feedback. The final check will take place in June 2016. This check will comprise of administering final assessments and looking at student work. At the summative conferences, the principal will revisit the action plan and reflect on their celebrations and the focus for the following school year.
<b>Part 5b.</b> 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**

<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>

**Part 2 – Annual Goal**

<p>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–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></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.

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

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

**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.

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

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

**Section 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**

<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>

**Part 2 – Annual Goal**

<p>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–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> 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"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></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.

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

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

**Part 5 – Progress Monitoring**

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

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

**Section 6: Academic Intervention Services (AIS)**

**(Required for All Schools)**

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	All students in September 2015 are given a baseline assessment in reading and writing. The results of this baseline assessment determine if AIS services are appropriate. In addition, teachers use their year to year data cards to analyze student information over a period of time to determine if AIS services are appropriate. Students, who are held over in their current grade or were potential holdovers, are automatically flagged for services. A Quantitative Reading Inventory is administered to these children to determine the tier of services they will receive and the program. Students, who perform far below grade level standards on any of the above assessments, receive Tier II or Tier III services. Students	Shared reading  Read aloud  Double Dose Foundations  Guided Reading  Strategy Reading Groups  Reading Recovery  Fluency Formula  Wilson Reading Program  Great Leaps  RTI intervention that is developed through the Ready Gen program  Readworks.org	The delivery of service for the programs and strategies for ELA are delivered in many ways; small group instruction, whole group instruction, peer groups, one to one conferences, flexible groups and peer tutoring.	Services in ELA are provided during the school day.

	who are approaching grade level standards receive tier I services.			
<b>Mathematics</b>	<p>All students in September 2015, are given a baseline assessment in mathematics. The results of this baseline assessment determine if AIS services are appropriate. In addition, teachers use their year to year data cards to analyze student information over a period of time to determine if AIS services are appropriate. Students, who are held over in their current grade or were potential holdovers, are automatically flagged for services. Students, who perform far below grade level standards on any of the above assessments, receive Tier II or Tier III services. Students who are approaching grade level standards receive tier I services. Fluency drills and competition are part of the math fabric in the school.</p>	<p>TenMarks.com</p> <p>Think Central</p> <p>Math Olympiad</p> <p>Great Leaps Math</p> <p>RTI games and activities provided through Go math</p>	<p>The delivery of service for the programs and strategies for Math are delivered in many ways; small group instruction, whole group instruction, peer groups, one to one conferences, flexible groups and peer tutoring.</p>	<p>Services in Math are provided during the school day</p>
<b>Science</b>	<p>PS 206 does not provide formal AIS services in the area of Science. We do have two science teachers, one for K-2 and one for 3-5. Using an interdisciplinary approach, students</p>	<p>ReadyGen Reading Program</p> <p>Starmatica website</p> <p>New York State Science based program</p>	<p>The delivery of service for the programs and strategies for Science are delivered in many ways; small group instruction, whole group instruction, peer groups, one to</p>	<p>Services in Science are provided during the school day</p>

	<p>read non-fiction science content during the literacy block. Students are also engaged in monthly writing activity tasks which focus on writing in the area of science. Vocabulary development is supported through this interdisciplinary approach to science. Hands on materials are also used to support learning as well as the use of technology. Within the science program, quizzes, tests and projects are administered and scored using a common core standard rubric. Planning and grouping become more effective with the use of these student data tools.</p>	<p>Readworks.org Time for Kids Scholastic</p>	<p>one conferences, flexible groups and peer tutoring. In addition, we have a co-teaching model in our science classrooms in which the science teacher co-teaches with the classroom teacher.</p>	
<p><b>Social Studies</b></p>	<p>PS 206 does not provide formal AIS services in the area of Social Studies. Using an interdisciplinary approach, students read non-fiction social studies content during the literacy block. Students are also engaged in monthly writing activity tasks which focus on writing in the area of social studies. Vocabulary development is supported through this interdisciplinary approach to social studies. Hands on</p>	<p>ReadyGen Reading Program Starmatica website New York City Framework for Social Studies Readworks.org Time For Kids Scholastic</p>	<p>The delivery of service for the programs and strategies for Social Studies are delivered in many ways; small group instruction, whole group instruction, peer groups, one to one conferences, flexible groups and peer tutoring</p>	<p>Services in Social Studies are provided during the school day</p>

	<p>materials are also used to support learning as well as the use of technology. Within the social studies classroom program, quizzes, tests and projects are administered and scored using a common core standard rubric. Planning and grouping become more effective with the use of these student data tools</p>			
<p><b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>The school guidance counselor meets with her mandated students as well as her at risk students. The school psychologist works with students in the area of improving self-esteem when it comes to learning. The guidance counselor facilitates clubs for the children such as Chess Club, Girls Arts Club, and Student Leaders. The school social worker meets with her mandated and on-mandated students.</p>	<p>Guidance services are provided through research based programs.</p>	<p>Services are delivered in a small group or one-to-one.</p>	<p>Services are provided during the school day.</p>

## Section 7: Title I Program Information

### Directions:

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

### Part 1: Title I Status

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

### Part 2: All Title I Schools

#### 2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>PS 206Q attracts highly qualified teachers by our rigorous interview protocols:</p> <ul style="list-style-type: none"> <li>• PS 206Q hiring committee discusses interview questions and demo lessons prior to interviews.</li> <li>• Open Market is used to search for candidates as well as resumes sent to principal through email and our HR liaison.</li> <li>• Candidates meet with Hiring Committee and participate in the interview process.</li> <li>• Candidate teachers teach a demonstration lesson with children from PS 206Q while being observed by administration and a designated member of the Hiring Committee.</li> </ul> <p>PS 206Q retains and nurtures teachers by:</p> <ul style="list-style-type: none"> <li>• Providing numerous common planning periods with grade level colleagues</li> <li>• First year mentoring program is in place at our school. In addition, PS 206Q provides second year mentoring when needed. Teachers who are new to a grade or teachers who receive an overall rating of developing or ineffective, are assigned a buddy teacher for the school year.</li> <li>• Observations conducted by the administration based on the Danielson Framework with timely feedback.</li> <li>• Professional Development opportunities that include two Chancellor's Professional Development Days and Monday extended day as per UFT contract. In addition monthly and weekly teacher team meetings and professional learning opportunities through the district.</li> <li>• PS 206Q differentiates professional development and our professional development team creates a plan to meet the needs of all pedagogy.</li> </ul>

#### 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).

Teachers, administrators and paraprofessionals receive professional development within the capacity of our school and our district. All parties also engage in professional reading and they stay up-dated with the latest news for common core standards and instructional best practices to meet the needs of all learners.

### **Part 3: TA Schools Only**

#### **3a. Use of Program Resources**

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

#### **3b. TA Coordination with the Regular Program**

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

### **Part 4: SWP Schools Only**

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

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Students from preschool are registered in the school based on their school pick for pre-kindergarten and kindergarten. Parents are supported through the registration process by our pupil accounting secretary, English Language Learner teacher who performs the intake and our parent coordinator. Parents are given an information packet to direct them to where they need to go for support. The school offers parent tours for parents and students who are transitioning into elementary school.

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

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	265,606.00	X	Math Coach
Title II, Part A	Federal	43,213.00	X	books,
Title III, Part A	Federal	17,232.00	X	ENL Program
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,202,104.00	X	Teachers

**<sup>1</sup>Explanation/Background:**

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

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

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

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

**and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

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

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

**Important Note:** The following funds may not be consolidated:

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

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

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

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

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

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### **Parent Involvement Policy**

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. **PS 206, The Horace Harding School**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between 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. **PS 206, The Horace Harding School** will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of 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 1<sup>st</sup> 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**

PS 206 The Horace Harding School, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards 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 1<sup>st</sup> 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>Horace Harding School</u>	DBN: <u>28Q206</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>65</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>3</u>
# of certified ESL/Bilingual teachers: <u>3</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: \_\_\_\_\_

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

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

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

- We, therefore, propose the following Title III program:

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

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

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## Part B: Direct Instruction Supplemental Program Information

- The staff members will be simultaneously working on areas aligned with the NYSESLAT. Teachers will plan various ESL strategies and activities to be used in the balanced literacy model. We will concentrate on inter-active read-alouds, model reading, shared and paired reading, and shared, paired, and interactive writing. Academic rigor and content vocabulary will play a tremendous impact in vocabulary identification and development.
- For example, using On Our Way to English materials, Title III ELLs will read and study a Pocketful of Opossums. From there they will create their own personal timelines. ELLs will engage in peer self-editing. Their four ESL modalities of listening, speaking, reading, and writing are embraced as they share their information. ELLs will be encouraged to ask questions about their classmates' timelines. This particular project/task is aligned with the New York Common Core Standards in Social Studies. Culminating activities will result in sharing and displaying of the ELLs' timelines (the past, the present, and the future dreams.)
- ELLs will enjoy and benefit from the Benchmark leveled sets of Informational Text, Personal Narratives, Biographies. The units provide explicit lessons that will improve literacy, language, and content understanding. These lessons build up process-writing skills and academic oral language. Students' listening, speaking, reading, and writing skills will be further reinforced as they prepare for the NYSESLAT 2015.
- Another series the ELLs will enjoy is the Benchmark English Explorers in the area of science, "What Changes Our Earth." ELLs will discover Earthquakes, Erosions, and Glaciers. Students will work on content vocabulary, sentence structure/language concepts, high-frequency words, visualizations, comprehension focus on identifying cause and effect and summarizing, and finally, text and graphic features. Each set of books has differentiated reading levels.
- We are purchasing Benchmark's Reader's Theater Word Plays series for grades 1 and 2. Each set includes scripts, teacher guides, and overview. The skills include grammar and usage, punctuation, phonics and word recognition, and vocabulary development and word study. We are working on understanding and using the English grammar conventions.
- Students' strengths and weaknesses will be assessed, and interventions and academic support will be planned accordingly. Assessment will be ongoing through the work in students' portfolios and continued conferences.
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## Part C: Professional Development

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

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

Begin description here: \_

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

### Part C: Professional Development

assure the needs of ELLs are addressed.

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

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

### Part D: Parental Engagement Activities

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

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

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

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

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

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

**Part D: Parental Engagement Activities**

- To also support the parent community parents/caregivers will receive dictionaries in their native language in order to transition smoothly from their native language to the new English language.
- Another Title III Parent Engagement activity falls into the area of "Puppetry and Practice." This staff is familiar with the needs of language acquisition of parents and ELLs. If necessary, ESL teachers or translators, will assist during the workshop. Listening, speaking, and following directions skills are reinforced as they complete their book projects, etc.
- The administration will make arrangements for the Puppetry and Practice presentation.
- Another connection for Title III parents and other members of the parent community encompass the school sponsored activities. For example, Family Bingo and Math Night bring diverse parents and their children together in a learning and fun environment. These dates are to be determined later.

**Part E: Budget**

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

Allocation Amount: \$0

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

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

**2015-16 AND 2016-17 SCHOOL YEAR**

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

## Part I: School ELL Profile

### A. School Information

District <b>28</b>	Borough <b>Queens</b>	School Number <b>206</b>
School Name <b>Horace Harding</b>		

### B. Language Allocation Policy Team Composition

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

Principal <b>Joan L. Thomas</b>	Assistant Principal <b>Osceola Perez</b>
Coach <b>Maureen Bilewich/Math Coach</b>	Coach
ENL (English as a New Language)/Bilingual Teacher <b>Frances Chin/ENL</b>	School Counselor <b>Samantha Campbell</b>
Teacher/Subject Area <b>Tatiana Beylis/ENL</b>	Parent <b>K Oliver, L. Avellino/PA Co-pr</b>
Teacher/Subject Area <b>Elissa. Garrel/ENL</b>	Parent Coordinator <b>Maggie Isdith</b>
Related-Service Provider <b>Marc Katz/IEP</b>	Borough Field Support Center Staff Member <b>Josh Metz</b>
Superintendent <b>Mabel Muniz-Sarduy</b>	Other (Name and Title) <b>Jackie O'Connor/ Data Speciali</b>

### C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	<b>3</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	<b>1</b>	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>609</b>	Total number of ELLs	<b>166</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input 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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Freestanding ENL	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	166	<b>Newcomers</b> (ELLs receiving service 0-3 years)	111	<b>ELL Students with Disabilities</b>	13
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	42	<b>Long-Term</b> (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (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	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	119	0	8	47	0	5	0	0	0	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 1

## 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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

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

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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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	5	5	10	9	8	4								0
Chinese	0	0	0	1	1	0								0
Russian	11	6	6	8	5	8								0
Bengali	0	0	0	0	3	0								0
Urdu	1	0	0	1	0	0								0
Arabic	1	2	0	0	0	1								0
Haitian	0	0	0	0	0	0								0
French	0	1	0	1	1	0								0
Korean	0	1	1	0	0	0								0
Punjabi	0	0	0	0	0	0								0
Polish	0	0	0	0	0	0								0
Albanian	0	0	0	0	0	0								0
Other	6	9	18	15	12	5								0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

OVERALL NYSESAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)	15	7	11	8	10	5	0							0
<b>Emerging</b> (Low Intermediate)	2	4	5	4	4	2								0
<b>Transitioning</b> (High Intermediate)	1	5	8	2	5	3								0
<b>Expanding</b> (Advanced)	6	8	8	13	3	5								0
<b>Commanding</b> (Proficient)	18	0	6	10	8	4	0							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 NYSESAT <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESAT <u>AND</u> 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

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total		0	3	8	8	4	0							0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	11	4	2		0
4	10	6	1		0
5	4	13	0		0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	15	1	3		3				0
4	12		6	2		1			0
5	10		9		0	1			0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	7		10	1	0				0
8	0								0
NYSAA Bilingual (SWD)									0

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

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

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

**After reviewing and analyzing the assessment data, answer the following:**

1. 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.

1. Our school uses a variety of assessment tools to assess and measure the early literacy skills of English Language Learners. Among these are Fountas and Pinnell Benchmarks, Teachers College Reading and Writing Workshop, and Foundations Benchmarks (Probes). In addition, there are results of the computer Performance Assessments and state mandated ELA, math, and science tests. Data from the ELL Periodic Assessments Grades 3-5 given in October and March and data analyzing the New York State English as a Second Language Achievement Test administered in the spring are definitely incorporated. PBA's (Performance Based Assessments in ELA and Math) are given in the Fall and then in the Spring to chart each child's progress in reading and math areas. Parents are informed of these results, so they can support their children.

Fountas and Pinnell reading assessments are administered three times a year to determine students' reading levels – Benchmark Independent, Benchmark Instructional and Hard. Results provide data to recommend a placement level for instruction. These running records and the weekly conferences with the ELLs allow teachers to track the students' strengths and weaknesses. With the task in mind, this data also permits differentiated instruction in small groups setting. This practice of flexible grouping of the ELLs helps in forming differentiated groups in Guided Reading. The ELLs with same/similar reading level are placed together. The goal is for the ELLs to reach/achieve the next reading level via reading strategies, encouragement, and practice.

At all times, it is our priority to implement a uniformed research/standards based, rigorous curriculum for all students. Whether information is based on the NYSITELL and/or NYSESLAT results, there is consistent attention to ensure the active engagement of all ENL students in the areas of listening, reading, writing, and speaking. In designing and implementing data driven instruction, NYSITELL, NYSESLAT, Performance Assessments, and state mandated exams will be analyzed and the implications made clear to guide best practices. In addition, there will be major emphasis placed on differentiating the instruction for all our ELL students at varying states of language acquisition, ensuring that pedagogical staff members are well informed and equipped with the necessary

resources to address the developmental needs of these students (Newcomers, SIFE, Special Needs, and former ELLs included.)

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

When we examine and track the data from NYSITELL and /or NYSESLAT, we find many trends that can help us further drive our instruction. Data patterns across proficiency levels on the NYSITELL and/ or NYSESLAT on the K-5 grades reveal the different stages of language acquisition in the four subgroups of listening, reading, writing, and speaking. In the lower grades we have many EN Entering ELLs beginning the English as a New Language. As they move up, they progress to EM (Emerging) and TR (Transitional) levels They understand and are more comfortable in the social communication. They are building up their phonics, sight words, and reading skills. Finally there is the EX (Expanding) level where the advanced ELLs put “everything together” in BICS and CALPS. They can focus on their vocabulary expansion, thoroughly apply comprehension skills, and share strong writing presentations to spring into the CM (Commanding) level.) Though they are proficient, please be aware that language acquisition continues for these ELLs. They receive support by participating in Integrated Curriculum for 90 minutes/week. They are given ELL test modifications at 1 1/2x for two additional years. 2015 Statistics: Current ELLs' Proficiency Levels - 33.7% are Entering, 12.6% are Emerging, 13.8% are Transitioning, 25.9 % are Expanding.

As noted above, Entering and Emerging ELLs are quiet and silent but learning to listen and speak. They look and listen. They observe and listen. With encouragement, a buddy, and practice, they develop self-esteem, and bravo, they are speaking with confidence. They are gradually building up their reading and writing skills. As they progress to the upper levels, they move up to the transitional level, feeling at ease in the social language and getting immersed in the academic language and application. We do notice as in the past, students have had many difficulties with reading and reading comprehension. In response to this, we have implemented several school-wide supporting techniques which help to reinforce literacy skills taught in the classroom. Within the classroom, consistent monitoring of student progress through close reading, guided reading, strategy lessons, and conferencing is done by each classroom teacher, and extra conferencing is facilitated by the ENL teachers for ELL students. Comments pertaining to student progress and areas that need development are now kept in all students (including ELLs' ) individual soft cover marble notebooks in each literacy and writing folders. These remain in the classrooms to be used with the students and shared with their involved parents. Additionally, based on data research, we have the interactive word wall in place. Children are exposed to Tier II words through specialized activities. This intensive vocabulary work has shown an increase in reading comprehension among the targeted group. They maintain a word wall notebook which will travel with each student in his/her cumulative folder.

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

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

As a school, we have a joint interest in moving these students forward. We work at incorporating strategies that will help our students improve upon their writing. For example, graphic organizers can help them get their thoughts together. Students can engage in rich and collaborative discussions via active, engaging questioning and discussion. Students can be grouped based on their data and can engage in tasks via DOK levels. On the other hand, in another way of grouping, , a strong student can be the peer leader in guiding his peers in a positive and informative manner. Students can use discussion, questions, feedback, and reflection as a means of completing their task. Writing is an enabling avenue of communicating and expressing thoughts and feelings.

Conferring with a student during writing workshop is looking at the writing one to one together and making suggestions for improvement. It's providing extra modeling, extra resources, examples, samples, etc. It's being in their corner. “You can do it.” For ELLs they understand more with clear Learning Target, Learning Objective, and modeling. Language patterns, language prompts, and practice can help facilitate their understanding and grasping that concept.

According to the spring NYSESLAT results and the NYSITELL scores we have a very large group of Entering and Emerging. Thus, to start the English New Language acquisition, the classroom teacher and ENL specialist provide a print-rich environment full of high frequency words on the word wall, identifying words around the classroom and repetitive songs, phrases, and directions for the ELLs to listen and repeat in the new language. “Please continue to the Exit sign.” “Please shift to the right.” The teachers work with the ELLs in the pre-productive stage of language acquisition. Language prompts/sentence prompts add to the ELLs' learning and

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

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

Analyzing the listening, speaking, reading, writing modalities of the NYSESLAT is very enlightening. For example, the ELL not meeting the reading standards guides us to develop strategy lessons, questions, and reflections, specifically for him to strengthen his comprehension skills. If the ELL does not meet the writing standards, then graphic organizers, engaging questions, conferencing can guide him to tackle the task correctly and cohesively. The ELLs need to be actively engaged in tasks and activities of academic rigor and high level thinking skills. Language patterns, language prompts can guide them in that preparation. AMAO excel sheet has results and charts showing the “progress or lack of progress” for each ELL through successive NYSESLAT results.

NYSESLAT 2015 data is used not only as a tool to inform and guide our instructional decisions, but also as a baseline assessment for Measures of Student Learning (MOSL). There is no data available to determine the AMAO #1, the percent of ELLs who advanced in their levels on the NYSESLAT) between two consecutive years. For AMAO #2, 13.9% of students reached proficient/commanding level between two consecutive years as per NYSESLAT results. For AMAO #3, 8.3 % achieved levels 3 or 4 in the NYS ELA Mathematics tests.

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?

Thus, the staff must be cognizant of all data of the ELLs. The ENL staff shares all NYSITELL and NYSESLAT results with the administration, classroom teachers, out of classroom service providers, School-based Support Team, nursing staff, Children First Team (CFT), Parent Coordinator. For now, the administrators have entered Fountas and Pinnell results for the entire school. The data specialist also enters data of the ELLs, SWD's, and mainstream students. She informs the staff about the STARS program. All the information helps to generate best teaching practices /testing modifications for the ELLs. Staff can research previous data to further decide on best support for the ELLs. The technology teacher makes sure our computers are in working order. The ELLs' data whether it's Interactive Read Aloud, vocabulary focus, pertinent graphic organizers, or ELLs' Periodic Assessments are shared. The research/data contribute to best approach for the ELLs to attain high level skills.

ELL Periodic Assessments in English give a window to the staff to see how the ELLs are making progress in language acquisition – reading comprehension and writing tasks in the Fall and the Spring. Scores can be generated from Schoolnet website. These assessments help the teachers in planning lessons/unit lessons that cater to the ELLs' needs. These assessments also reassure that Entering ELLs can benefit in continuing to work with their buddies, translated dictionaries, translated glossaries, and can use their prior academic background/education to build up on the New Language.

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](#).]

ELLs within the RTI framework: Teachers are given the NYSITELL and NYSESLAT results (accumulated, if applicable) to see what stage of language acquisition each ELL has achieved. Also, educators need to remember the factors that influence language learning acquisition and corresponding academic development. For examples – prior school experience, prior knowledge, exposure to English. They also need to know the RTI implementation for meeting ELLs' needs and showing support for ELLs' academic results. The process incorporates...1. Universal screening via Home Language Identification Survey 2. Strong Core (Tier 1) instruction which allows teachers and students working together to develop language and literacy skills across the curriculum through meaningful lessons. 3. Intensive targeted interventions 4. Progress monitoring of the at-risk students. 5. Communication with parent(s) 6. Content area teacher recommendation. We are fortunate for the DOE in providing information and resources needed in RTI - RTI Guide for Teachers of ELL...available for both educators and parents.

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

Staff is aware of the outreach sources via DOE/ELL. While we look at the NYSITELL and NYSESLAT data as only one piece of the

data and information equation, it provides us with an understanding of where the ELLs are and how we will continue to move our students. The data shows us that reading and writing are the skills that are giving students the most difficulty and not as easy to master. Data is necessary for data-driven lessons /instructional decisions in child's second language development. Data results are important in the four modalities of language acquisition - listening, speaking, reading, and writing.

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

We can use Foundations to help with decoding. ENL modified guided reading can be utilized for comprehension skills and individual attention (academic and "TLC") . We stress how consistently scaffolding ESL strategies and methodologies are important to reinforce reading strategies and writing skills. We are aware of how ELLs can be "stagnate." For example, an ELL has been at the Expanding (Advanced) level of proficiency for 3 consecutive years. We understand data determines the success of the ENL program- the subgroups improving from Entering to Emerging to Transitional to Expanding to Commanding. However, we see success in the students' eyes when they can accomplish a small task-nodding and understanding a word or phrase, communicating with a classmate, creating a play. Language is always evolving, and there is no finality to it. It is our goal as educators to support language acquisition. It will be reflective in the data of ELA, math, science tests, and NYSESLAT.

ENL students in our school are placed in classroom settings that provide a stimulating and challenging learning environment. These students are paired with others who speak their first language in order to support them in pair work and small group exchanges. That buddy, or leader, can have the new ELL as the "wingman" during the presentations. Many times a paraprofessional who speaks the same language circulates in the class setting to support language instruction in the ENL Standalone, Intergrated Curriculum, and class environment.

At times the teachers do refer/bring in the cultural or historical information of the ELLs. This connection brings forth their prior knowledge and frame of reference for the current lesson and learning target. There are language prompts, visual prompts, projects, tasks, and picture clues that connect cultural experience of our students to the subject lesson from the current curriculum.

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?

Not applicable

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

We are pleased 11 ELLs have reached the Commanding status after the administration of NYSESLAT 2015. On the whole, many ELLs have been successful in improving in each of the 4 subgroups of listening, speaking, reading, and writing. This data is reflective from the NYSESLAT Modality report in ATS. We can chart the results/progress of each ELL/ each modality/each year. This information can be shared with classroom teachers in order for them to understand the language acquisition process and how to help ELLs /others in lesson planning.

For example: ELL :	Lstg	Spk	Red	Wri	Total	Decision
2013	14	11	13	2	40	B
2014	19	23	13	10	65	I
2015	17	18	14	6	55	EX

Our ELLs in the testing grades 3-5 are prepared for the New York State exams in ELA and Math. Grade 4 ELLs are engaged in the Intergrated Curriculum in Science class and experiments. They are immersed in academic rigor and use strategies that help them to become comfortable with test format and comprehend the language of the test. They understand the importance of the testing procedures, why there are testing modifications, etc.

In addition, we measure AYP for ELLs in all grades, K-5 by analyzing how many students on each grade, at each level of proficiency has moved upwards by one or more levels (e.g. from Entering to Emerging, Emerging to Transitional, Transitional to Expanding, Expanding to Commanding

## 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.

Per the English Language Learner Policy and Reference Guide 2015-2016 we follow the ELL Identification Process which includes 4 steps:

1. The administration of the Home Language Information Survey (HLIS,) which includes an interview with the student and parent to determine the student’s home language.
2. Determination of eligibility to take the NYSITELL
3. The administration of the New York State Identification Test for English Language Learners (NYSITELL)
4. Administration of Spanish LAB to eligible ELLs with Spanish HLIS

The Pupil Accounting Secretary Linda Goldberg is aware of the importance of filling out the HLIS correctly. She contacts the trained pedagogue – Ms. Chin, Mrs. Beylis, or Mrs. Garrel, our three fully certified English as a New Language teachers – to follow the intake process. Native languages spoken among our staff include Chinese, French, Haitian Creole, Bengali, Russian, Spanish, and Hebrew. If we do not have a translator on site, we contact the Translation and Interpretation Unit of the Department of Education. That phone contact person communicates with the parent either by voice or text. That contact person translates whatever is necessary for that parent/caregiver to understand and to properly fill out the Home Language Information Survey. The ENL contact person Ms. Chin, or ENL specialist Mrs. Beylis, or ENL specialist Mrs. Garrel is there to follow through the ELL identification process. “The home language is determined based on a combination of the interviews with the parent and student, and responses to the questions on the HLIS”

NYSITELL is administered to possible ELLs within 10 school days of admission. "Within 5 school days of ELL determination process, schools must inform parents of the results of the NYSITELL and ELL status using the NYCDOE standard parent notification letters (in the parents' preferred language)" Parents indicate their preferred written communication and verbal contact on page 2 of the HLIS.

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).

At times students come into the system as Students with Interrupted/Inconsistent Formal Education (SIFE). The interview with the parent, student, and report cards can indicate further evaluation for SIFE status. Perhaps the students are two or more years below grade level in literacy in their home language and/or two or more years below grade level in mathematics due to inconsistent or interrupted schooling prior to arrival in the United States.

Per ELL Policy and Reference Guide 2015-2016 Students with Interrupted/Inconsistent Formal Education (SIFE), ENL specialist administers the SIFE oral interview questionnaire (per DOE). For those students who have a home language of Arabic, Bengali, Chinese, Haiti Creole, and Spanish, we administer the Literacy Evaluation for Newcomer SIFE (LENS). Data is entered into the system within 30 days in BNDC report in ATS. As per CR Part 154, schools have up to one year to make a final determination of SIFE status of that student. If the child progresses to Transitional or higher level on a subsequent NYSESLAT, the SIFE status is removed.

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).

Per ELL Policy and Reference Guide, ELL Identification section 2015-2016 there is a new procedure for identifying newly enrolled students with IEPs. NYSITELL eligibility for these students must be based on the determination of the Language Proficiency Team (LPT). The LPT is comprised of the Assistant Principal, Mrs. O. Perez, Ms. Chin, ENL contact person, Mr. M. Katz, IEP contact, Mrs. M. Bilewich, Math Coach, Ms. Kelly, speech provider, and student’s parent or guardian, if necessary a translator. “Based on the evidence presented, the LPT must make a determination as to whether the student may have second language acquisition needs or whether the student’s disability is the determinant factor affecting whether the student can demonstrate proficiency in English. ”

This mandatory step by step procedure is outlined on page 15 and page 16 of the ELL Policy and Reference Guide 2015-2016. The team consider the following:

1. See if the student should take the NYSITELL. (ELL Identification Process)
2. Student's history of language use in the school, home, and/or community. (ELL Identification Process)
3. Result of individual evaluation of the student conducted in accordance with procedures in CR Part 200.4(b)(6)
4. Information provided by CSE as to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English.
5. Information which note similarities between learning disability and language acquisition can guide the LPT to make informed decision for the IEP student. One decision can be the administration of the NYSITELL if the student may have language acquisition needs. Or no NYSITELL given if the student doesn't need language acquisition support.
6. The principal can accept or reject the LPT's recommendation.
7. Parent must be informed within 3 school days of that decision in the parent's/guardian/s preferred language.
8. Final designation is made by the superintendent or superintendent's designee. That person has 10 school days to accept or reject the LPT's recommendation.
9. If accepted, then the school has 5 extra school days to administer the NYSITELL and to notify the parent/or guardian of that decision in their preferred language.
- 10 The form Language Proficiency Team NYSITELL Determination Form is completed and placed in the student's cumulative folder.

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.

Per ELL Policy and Reference Guide 2015-2016... after the NYSITELL grids have been scanned into ATS and the scores have been determined, parents will be informed within 5 school days of the results of the NYSITELL and ELL status. They will receive the new Entitlement Letters or the new Non-Entitlement Letters. Copies of the NYCDOE standard parent notifications letters are generated in English and 9 translated versions.

Two copies of each original Entitlement Letters and each Non-Entitlement Letters are reproduced before original letters are sent home. These letters of correspondence are sent in the parents' preferred letter of written communication, as noted on page 2 of the HLIS.

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).

To start this new process named "Re-Identification of ELL Status," let's set up the protocol. The ELL specialists need to understand the procedure and why it now exists. The ENL specialists share this information with the parent/caregiver in the initial interviews with parent and student during ELL Identification Process. Through Professional Development all staff members, ( including classroom and cluster teachers, paraprofessionals, SBST, out of classroom providers, Parent Coordinator, guidance counselor) can understand, learn, and be qualified in how to support such a student in the Re-identification of ELL status process. Staff can understand and be supportive regarding the student and consideration/situation.

ELL Policy and Reference Guide 2015-2016 p. 24...

1. Parent initiates the Re-identification of ELL status with letter request.
2. Documents for scrutiny include initial identification papers, child's work in English and/or home language
3. Parent consultation
4. ELL Contact person
5. Translator, if necessary
6. Classroom teacher
7. ELL provider
8. Principal recommendation
9. Superintendent for final review and decision.
10. Written notification of decision sent from superintendent to the principal, parent (in the parent's preferred language) within 10 school days of receipt of documentation from the principal
11. Notifications and relevant documents must be kept in the student's cumulative folder

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.

A new admit /prospective ELL is tested within 5 school days of admission. After NYSITELL results and status determination, New Entitlement letters and workshop Invitations for parents of new ELLs are sent out in the parents' preferred languages (English, Arabic, Russian, Spanish, Urdu). That entails 5 more school days for Parent Orientation/Parent Survey returns.

Parents of New ELLs Orientation workshops include as follows:

1. Watching DOE video in parents' preferred language (English plus 13 translated versions)
2. Parents learn about three ENL instructional models offered in NYC (Dual Language, Transitional Bilingual, Freestanding.)
3. Parents receive copies of DOE pamphlet re ENL programs in English or parents' preferred written communication (if available)
4. ENL staff repeat information in the video and pamphlet.
5. Spanish and Russian translators assist
6. It is the school's aim that parents understand the different ENL programs, that parents have the right to make informed decision re child's education, that parents have opportunity to ask questions and request clarifications.

If assigned time is inconvenient, outreach appointments can be made to accommodate the working parents.

We also have the Parent Engagement time block on Tuesdays for the parents and staff to work together.

Outreach phone calls are made to remind the parents the importance of their being there for their children.

Setting: The technology room is used because of the available computers for parents to see the video in English and/in their native languages. The orientation include information on the aspects of the new ENL program, CCSS, curriculum, assessment, and especially the expectations for ELLs.

Sample Orientation: At the workshops for Parents of Newly Enrolled English Language Learners ENL specialist Ms. Chin explained the process of how their children became ELLs (HLIS, interviews with both parents and child, NYSITELL results). Ms. Chin spoke to parents re their parent rights, the program choices for their children, and the important decision they make for their children's education. Then parents view/listen carefully the video outlining their available ENL service options - Bilingual Transitional, Dual Language, or Freestanding English as a New Language. They learn about the program choices in the language of their choice. The parents also receive the informative orientation pamphlet in their requested language, if available. After the orientation presentation parents can ask questions before they complete the Parent Survey and Program selection. They must indicate their choices of available ENL program. If no parent surveys is returned, the default placement is the bilingual program.

Whichever the parents' choices are, all their options are considered and recorded. All Parents' Surveys answers are entered in ATS under ELPC within twenty days.

Outreach:

1. If TBE/DL programs become available here or within the district, parents are contacted by Administration, ENL staff, Parent Coordinator, Guidance Counselor, SAT (School-based Support Team), classroom teachers, or out-of-class service providers.
2. Parents are informed of transfer options if applicable to their requests.
3. Accommodate time/appointments for program clarification for working parents
4. Parent Engagement time for questions and answers, guidance, and support on Tuesdays 2:30 PM - 3:30 PM
5. If no translators are around, we use the Translation and Interpretation DOE hotline (person or text)
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

Parent Surveys and Program Selection forms are given to parents of new ELLs in their preferred language, as noted on HLIS, p. 2. To ensure our parents returning the surveys with the timeline (5 school days), the school has a strong line of personnel designed to keep parents aware of the importance of attending orientations and workshops. The Parent Coordinator is a key liaison in forging and strengthening the home/school relationships for Newcomers, ENL students and their families. Further support is provided by classroom teachers who have frequent contact with families and are able to remind them about the importance of returning forms. Follow-up phone conversations remind the parents to return the important Parents' Assurance documents. The staff makes phone calls to remind them the importance of the parents' decision about their children's academic learning. At times we wait for them with reminders before breakfast begins at 7:30 or at their children's dismissal time at 2:20 PM. Otherwise, the default program placement is bilingual program. Translators do assist if possible; otherwise, we turn to the Translation and Interpretation DOE hotline.

To make sure the Parent Surveys and Program Selection forms are returned in a timely manner, ENL Contact Person sets up checklist for each new admit. Necessary information include timelines for NYSITELL, Parent Surveys returns and choices, ELPC input. It will help track if a bilingual program will be created - 15 ELLs speaking same language in one or two contiguous grades.

The original Parent Surveys and Program Surveys are placed in students' cumulative folders. Copies of Parent Surveys and Program Surveys are kept in the ENL Compliance file..

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

There is a closely monitored checklist for parent surveys given out and returned. Once more parents received Parent Survey and Program Selection forms in their preferred language, as per HLIS, page 2. (English, Arabic, Bengali, Russian, Spanish, and Ur) We can double check via ELPC in ATS . Once more the school can tap into the staff - classroom teachers, outside providers, Parent-Coordinator, parents, staff as translators, parents as translators, and ENL specialists to follow up on getting back the mandated documents. Of course, the DOE Translation and Interpretation Unit is used when necessary. Communication in person and/or via phone reminders are used to ensure completed and returned Parent Survey and Program Selection forms

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

Placement parent notification letters (English and/ available DOE translated ones as requested by parents) are addressed and sent to new ELLs, copies are made and placed in cumulative file and ENL file. The ENL staff understands this should be a team effort - Ms. Chin, ENL contact person, Mrs. Beylis, ENL specialist, Mrs. Garrel, ENL specialist.

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

Original HLIS, parents surveys, copied entitlement, and/or non-entitlement, copied placement letters are stapled together and placed in students' cumulative folders.. Letters of continued entitlement via NYSESLAT 2015 results are sent to parents in their preferred languages. Tears-off sheets acknowledging said continued entitlement are returned to ENL staff. Copies are placed in ELLs' cumulative folders.

Copies of the above are stapled and placed in ENL file. Pertinent papers are placed in the ESL Compliance drawer in the office filing cabinet. P.S. 206's philosophy is teamwork; thus, ENL team is central in gathering and maintaining ELL documentation - Ms. Chin, ENL contact person, Mrs. Beylis, ENL specialist, Mrs. Garrel, ENL specialist.

Usually, if staff personnel such as SBST members, out of classroom providers, Parent Coordinator etc., has a question re ELL, ENL team person check the information in the ENL file. Of course, the Administration has access to such information.

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.

Every spring the NYSESLAT memo is distributed to the entire staff. Memo contains how the state test will be carried out, which staff members will be administering the tests, and the testing sites. Speaking is first given by the ENL specialists. This subtest usually begins in April. We "flip-flop": that is, we do not administer the speaking test to our own target population. Each does not test her own students but their colleagues'. Then Listening is administered on the first test day, Reading the second test, and Writing the third test. There are usually two proctors in each classroom. Specific test accommodations are in place for our ELLs designated with IEP/SWD. Special needs ELLs are tested with modifications according to their IEPs. This set-up allows the groups of ELLs to be assessed in a consistent manner in the modalities of listening, reading and writing.

ELLs eligible for NYSITELL/NYSESLAT are released via RLER in ATS.

ELLs/SWD test modifications are doublechecked via SESIS, IEP teachers, and out-of classroom service providers  
A reminder in memo - lower grades ELLs write in books and test monitors transcribe answers onto answer grids.

This is a summary of the memo sent out for past spring NYSESLAT 2015:

1. Session 1 Listening, May 5, 2015: Chin - Grade 3 - 8:30 AM - 9:30 AM - 22 students  
Kelly - Grade 3 test mods - 8:30 - 1 student  
Chin - Grade 2A - 9:45 AM - 10:45 AM - 14 students  
Chin - Grade 2B - 10:45 AM - 11:45 AM - 14 students  
Beylis - Grade 1A - 8:30 AM - 9:30 AM - 10 students  
Beylis - Grade 1B - 9:45 AM - 10:45 AM - 10 students  
Beylis - Grade 1C - 12:15 PM - 1:15 PM - 11 students

Garrel & Goldman - kdgn - Group 1 - 8:30 AM - 9:30 AM - 13 students  
Group 2 - 9:45 - 10:45 AM - 11 students  
Group 3 - 12:00 PM - 1:00 PM - 10 students

2. Session 2 Reading May 6, 2015 same as above
3. Session 3 Writing May 7, 2015 same as above
4. Session 1 Listening, May 8, 2015- Chin and Beylis - Grade 4 - 8:30 AM - 9:45 AM - 16 students  
Goldman - Grade 4 test mods - 8:30 AM - 1 student  
Katz - Grade 4 test mods - 8:30 AM - 1 student  
Garrel and Casanova - Grade 5 - 8:30 - 9:45 AM - 18 students  
Garrel - Grade 5 test mods - 10:00 AM - 2 students
5. Session 2 Reading, May 11, 2015 same as above #4
6. Session 3, Writing, May 12, 2015 same as above #5
7. Tuesday afternoon, May 13, 2015 training on how to score writing
8. Make-up days - Thursday, May 14, 2015 and Friday May 15, 2015
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

From DOE Family Resources and/or DELLS website, we download the new Continued Entitlement and new Transitional Support parent notification letters in English and translated versions. After copies have been made for ELLs' cumulative files and ENL file, original continued entitlement letters in English and translated versions (Arabic, Bengli, Chinese, French, Korean, Russian, Spanish, and Urdu) are sent home via ELLs. Translated letters are sent home per page 2 HLIS parent/caregiver's preferred language. Tear-offs are to be returned to ENL staff for acknowledgement. Of course, parents can reach out to staff translators for clarification of the contents in those letters. Or they can touch base via DOE Translation and Interpretation Unit.

Again, Continued Entitlement and Transitional Support letters are distributed to each ELL at the beginning of the school year. Letters are given in the parents' preferred language, as indicated on the HLIS. When necessary, the letters are followed up with a phone call to ensure the receipt and acknowledgement of continuation of ENL services. It's also a reminder to return the tear-off response.

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).

P.S. 206 offers a Freestanding ENL program to its eligible students. After reviewing the Parent Survey and Program Selection forms for the past few years, parents select Freestanding ENL program. Parents are aware of the choices of ENL options. They normally choose Freestanding ENL as their first choice. In 2014-2015, 100% of new ELL parents selected the Freestanding ENL (formerly ESL) program as their first choice.

The school continually monitors parent choice on all forms, and changes itself to reflect growing and changing needs. In response to a greater necessity due to students enrollment and parental requests, the school administration can adapt to either bilingual transitional class and/or dual language program.

## 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.

At this time our ELLs at P.S. 206 are grouped heterogeneously (mixed proficiency levels). We understand the complexities of accommodating the needs of all ELLs with their minimum mandated times as Stand Alone and/or Integrated Curriculum. Five grades have four classes; one grades have three classes. We are contemplating Standalone for EN (180 minutes) with EM (90 minutes) and/or EN and EM for Standalone (180 minutes). Then we can do Intergrated Curriculum in literacy, math, or science. Yet our program schedules consist of total 35 periods/week. After lunch and preparation periods, we have 25 teaching periods. We definitely need extra ENL specialist to service ALL ELLs this academic year.

- b. TBE program. *If applicable.*

NA

- c. DL program. *If applicable.*

NA

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)?

Prior to the commencing of the Freestanding ENL program, classroom teachers, related service providers, and SBST are given a roster of ELLs and former ELLs with their designated proficiency levels - EN, EM, TR, EX, and CM. The staff is aware of the mandated minutes for all concerned whether it's Stand - Alone status and/or Integrated Curriculum ENL. .

At this time ENL staff members Ms. Chin and Mrs. Beylis work within the minimum 360 minutes schedule for ENL students.

1. Stand-Alone ELLs (formerly pull-out) receive 180 minutes for language acquisition.
  2. Stand-Alone ELLs also participate in the Intergrated Curriculum (formerly known as push-in) for 180 minutes
  3. Therefore, the above Entering and Emerging ELLs receive total of 360 minutes. They travel as a group and then are included in the heterogenous group of ELLs across the 5 proficiency levels.
  3. Transitional proficiency ELLs and Expanding proficiency students are serviced 180 minutes during Intergrated Curriculum. Content areas can include ELA reading and writing, math, social studies, and science.
  4. Our last proficiency level is the Commanding students, who have passed the NYSESLAT. They do receive testing modifications 1 1/2 x for two years. The added support they now receive is 90 minutes/week during Intergrated Curriculum. Again, it's in the content areas of ELA reading and writing, math, social studies, and science
  5. During Intergrated Curriculum, ENL staff service all students - all five proficiency levels of ELLs and non-ELL status. It is the concept of Intergrated Curriculum.
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.

To meet the demands of the Common Core Learning Standards, ENL teachers collaborate with Content Area Specialists, using research-based instructional approaches and methods to make core content comprehensible. Continuous collaboration allow ENL teachers to align their instruction with the classroom instructors and provide scaffolding and language objectives for the ELLs. Integrated ENL is an ENL delivery model in which ELLs receive English instruction in the core content area. The school presently has Free Standing ENL program in English. The core subjects can be English Language Arts, math, science, or social studies. Two certified teachers can work as a team (co-teaching or parallel teaching) and break up into small groups for differentiated instruction based on the ELLs' data and needs.

In the Integrated ENL content area material is made more comprehensible to the ELLs through various ESL strategies and methodologies. Both staff and ELLs are in awe of the Smartboard technology incorporated to engage all students and create visual schema as a conduit to the lesson. Interactive vocabulary is displayed in the lesson to allow ELLs to access new terminology. TPR and body language help convey meaning and intent during the mini-lesson.

Of course, content vocabulary and academic rigor are incorporated into both reading and writing lessons. ELLs work in modified guided reading , strategy lesson, and/or close reading with ENL scaffolding and strategies. This academic year staff is receiving professional development in guided reading. Language prompts are set up in the classrooms. These listening prompts, conversation prompts, reading prompts, and writing prompts enable the ELLs to visualize, to grasp, to understand, and to apply the vocabulary and concepts. For the lower grades ENL emphasis occur in phonology and word wall work. In all these language acquisition activities ENL teachers scaffold instruction through use of modeling and other Sheltered English approaches.

We are aware of the demands of the Common Core Learning Standards. Using the CCSS, rubrics, and tasks, we can work to design coherent lessons with language scaffolding and strategies in order to engage the ELLs in listening and speaking. The

engaging questioning techniques can lead to clear understanding of the concepts/task/lesson. Clear understanding can allow independent reading and ability to compose different styles of writing.. The ELLs' required four modalities/skills of listening, speaking, reading, and writing are addressed to the four areas of the Common Core State Standards of listening, speaking, reading, and writing. We can aligned.

Reading is one of the most important skills for students to learn. Therefore, we can start building up a strong foundation by using the following: Foundations (Wilson) and Phonics (Ready Gen and Sadlier) programs to develop ELLs' understanding of letter-sound correspondence and the relationships between sounds and their spellings.

The materials used in a Stand Alone ENL classroom includes as follows: picture cues, picture charts, rhymes and songs both on CD and audiotapes, colors that coordinate with tasks, table and seat assignments. Technology is an important source where staff members take advantage of websites (ELA, math, etc.), online book resources, and teacher methods. Teachers rely on multiple methods from TPR to fine and gross motor cues, pictures, verbal cues like pronunciation emphasis and enunciation, phonics and word work to enhance sound letter recognition.

In the ENL and general education classes, teachers and ELLs often use bilingual glossaries and dictionaries to clarify words and meaning. They relay on translation websites available through NYCDOE internet for classroom use. "Buddy" ELLs are often asked to spontaneously translate a word, concept or idea to a friend and/or newcomer.

ENL teachers provide content area support through varied and rich linguistic experiences. They utilize the following: charts, pictorials, images to convey meaning as well as TPR, word for word breakdown and , of course, translation when possible.

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

At this time at P.S. 206 we only evaluate Spanish ELLs with the Spanish LAB. It determines whether English and/or Spanish is their "dominant" language. We do not have Transitional Bilingual or Dual Language classes in place at this time.

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

ELL Periodic Assessments are used to appropriately evaluate ELLs in the three modalities of listening, reading, and writing of English acquisition through the year. ELLs can use speaking to ask questions about the ELL Periodic Assessments. Initial ELL Assessments occur in October to see the strengths and weakness for each ELL in grades 3, 4, and 5. Results will provide data to use in planning and applying tasks and activities to reinforce listening, speaking, reading, and writing modalities. The Spring ELL Periodic Assessment will furnish information how each ELL has improved or need extra help again in the ENL subgroups.

These assessments are designed to provide teachers with detailed information about ELLs' strengths and needs in English language acquisition. Data also serves as a resource to help plan individual and group instructions. Informal assessments of four modalities in English acquisition can be followed through individual or group conferences or differentiated group instruction

Teachers also can assess ELLs via Common Core State Standards.(listening, reading, writing, and speaking.) ELLs enjoy being the "coach", being in charge of student-led discussion of engaging questioning and answering techniques.

To analyze the success of our ENL program formative, interim, and summative assessment not only inform about student's language acquisition in Listening, Speaking, Reading, and Writing, but they also denote ELLs' understanding of that grade content knowledge. ENL, classroom teachers, and other instructors share their teaching practices and students' progress. Analyzing hard and soft data can show correlation of ELL's language acquisition and overall academic standing.

To reiterate the ELLs are given formal ELL Periodic Assessments twice a year. The initial assessment is administered in the Fall to allow a needs assessment and data to plan instruction on all levels of the modalities. In the spring they take their second ELL Periodic Assessment. Staff teachers are able to highlight growth and discover skills that ELLs need extra support before they take the NYSESLAT exam. This conclusive method can also be used when doing informal assessments Fountas & Pinnel and Ready Gen PBA.

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

6a. Students with Interrupted Formal Education (SIFE) will be identified to classroom teachers upon entry to the school community. There is the new LENS questionnaire for possible SIFE students. Personnel, as well as other related service providers, will be alerted to and assigned to provide at-risk support for the children. Special attention will be given to strengthen social and academic areas of need. As indicated in the Newcomer category, classroom interventions and (RTI) will be provided for these SIFE children. SIFE students are welcomed into the Title III ELL After School Program.

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

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

6c. Developing ELL subgroup with 4-6 years continued ENL: : These English Language Learners are more comfortable in the social language. They can be provided with additional Response to Intervention (RTI) where they work in small groups for literacy (reading and writing) either during the instructional day/Title III After School Program.) They can continue to acquire content vocabulary, to apply reading strategies, and become familiar and use different writing styles.

6d. If Long Term ELLs with over 6 years of service are assessed and qualify, they work in small differentiated groups for literacy (reading and writing) either during the instructional day and/or Title III After School Program. They are monitored closely as are all other At-Risk students and are offered the full range of intervention services available .

6e. In the new ENL classification, ELLs who test out of NYSESLAT become the Commanding proficient students. Academic Transitional Support is still provided for them for two extra years in the context of Integrated Curriculum. They are entitled to 90 minutes/week per Integrated Curriculum. Per Part 154.2 they are allowed the same test modification 1 1/2 time, as accorded to present ELLs. They are invited to the Title III ELL After School Program and Response to Intervention in literacy, as determined by their ongoing assessments.

7. 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.

Per guide regarding Re-Identification of ELL Status within 45 days: after receiving parent's or teacher's written request to review student's ELL or non-ELL status, the school must begin the Phase 1 review process and finalize decision within 10 school days or within 20 school days if CSE is consulted. Each step in that re-identification process must be done within that timeline..The principal, classroom teachers, out-of-class providers, SBST, guidance counselor will all work together to make this transition smooth and comfortable for that said student. Support will be available for both student and parent/caregiver

In Phase 2 , or between 6-12 months after that Re-identification of ELL Status decision, the principal will consult with said student, parent, and qualified staff member to see if this was the right decision. Student's work can be compared from the time of prior review process with the recent 6-12 months work. Then principal will consult with the superintendent about that possible final decision.

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?

ELL-SWDs have access to all curriculum materials and resources as their general education peers. The materials that are used are grade and age appropriate as they are purchased through the Core Curriculum. Based on a student's ability level, additional resources and materials are used. All students receive 1 period of technology in the computer lab. Smartboards are used in all classrooms. ELLs have the means to access sites such as Starfall, MyOn Reader, Think Central and Starmatica. Additional materials used for these subgroups include guided reading leveled books, graphic organizers, visuals, math manipulatives, etc. All students receive their mandated IEP services. This is accomplished through compliance reports and the monitoring of the SAT, IEP teachers and administration. For these students, who are ELL-SWDs, the same monitoring is in place and the ENL team works to ensure compliance.

P.S. 206 uses curricular flexibility in allowing the ENL team the ability to immerse ELLs-SWDs in an ENL print-rich, safe, and secure environment. Language can flow positively through reduced fears in making language errors. ENL teachers support the classroom teachers, using the grade curriculum maps with scaffolding according to ability and needs. Integrated Curriculum can be either co-teaching or parallel teaching. Class assignments are modified with ENL language acquisition and in conjunction of SWD's IEP support. One widely used application is UDL. It is incorporated in both the classroom setting and ENL application and per IEP. This happens whether in Stand Alone status or Integrated Curriculum. All ELLs-SWDs are expected to meet the Common Core Standards.

ENL specialists use grade-appropriate materials from the curriculum and incorporate them into everyday learning. ENL teachers expand on vocabulary where appropriate and necessary. Visuals and picture clues/cues enhance comprehension. ELL/SWDs are provided multiple entry points into the class lessons...initial picture walks, predictions, class discussions, engaging questions and answers, summaries, and/or opinions. Scaffolded techniques can support learning about grade level topics and academic language within each concept. Technology contributes strong support for visual and kinesthetic ELLs-SWDs via the Smartboard and audio/visual programs that complement classroom learning. Students often draw upon the use of online dictionary tool via Google and iTranslate programs. ENL teachers utilize the Ready Gen texts and teachers' guides in social studies, math, and science ; they modify the content area(s) to support language acquisition during Integrated Curriculum time.

Sample: Foundations: 1st grade students master letter-sound connections by using and interacting with the initial letter cards for each word from the Teacher's edition set. For example: A student is invited to say a letter, name a corresponding picture and the that sound that letter gives. (A - apple - /a/). Rest of the students repeat; one person is selected to think of another word beginning with the same sound. Students can use family word cards for creating and practicing rhyming words; stay with same ending; for example bat-cat-fat-mat-rat-sat. ELLs /SWDs receive repeated directions and extra time to complete tasks.

ReadyGen phonics visuals help to create mini-books for each letter. They practice tracing the letter, write words beginning with said letter, illustrate the pics. ELLs are given assessment sheets from Word Study Notebook and/or superteacherworksheets to see if they have mastered a certain skill or not. This data leads to small differentiated groups for either enhancing work or reteaching that skill. Again, ELLs-SWDS receive repeated directions and extra time to complete tasks.

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 only classes we have in the school are integrated co-teaching classes. These classes are general education classes with the inclusion of IEP students.

Instruction is flexible in that ENL are utilizing the Stand Alone aspect or Integrated ENL way to meet the needs of diverse ELL/SWDs whether from basic Beginners to Expanding ELLs on the cusp of proficiency. Classroom teachers adjust programs so that all ELLs can benefit from their added instruction during crucial or particularly taxing concepts/vocabulary. So that ELL-SWDs can achieve their IEP goals.

To provide access to the academic content and accelerate English language acquisition our ELL-SWDs are mainstreamed into age appropriate classes. They participate in a rigorous curriculum to maximize learning via Standalone and/or Integrated Curriculum ENL instruction as specified in CR Part 154. Alternate placement paraprofessional is there to support and assist in her student's instruction and/or explanation.

We recognize that students' progress from the Beginning to Transitional proficiency level when they acquire listening and

Chart

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

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

Instruction Focus -" P.S. 206 our students are engaged in rich and collaborative discussions through a school wide focus on questioning and discussion. Students will be placed in groups based on their data and engage in tasks that can be measured on a DOK level 2-4. Students will use discussion, questions, feedback and reflection as a means of completing their task."

Students in ICT classes learn alongside their mainstream classmates for most of the school day. Teachers use flexible grouping for both ELA and Math subjects.

### 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.

Chart LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL 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(uu) of this Title. All programs must be provided during the school day.					

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



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

**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	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> 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.

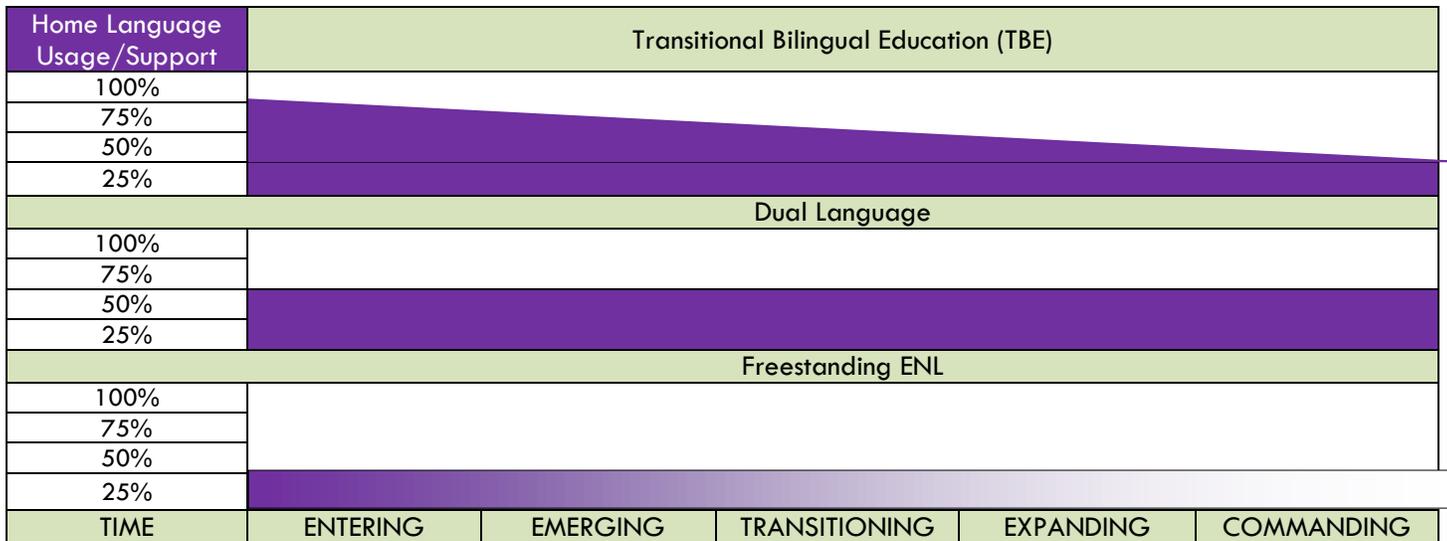


\*Note: “other approved services” does not apply to New York City at this time.

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. At P.S. 206 because of budget cuts, we only have one strong Response to Intervention personnel. This teacher, who is certified in Reading Recovery, services lower grades. The ELLs truly benefit in the one to one reading relationship.

She also services upper grades with new Leveled Literacy Intervention program. She has attended professional development to enhance and bring new ideas into instruction. She does turn-key with the staff.

We hope to have the other state certified reading teacher to return shortly.

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

We are the advocates for the English Language Learners at P.S. 206. For 2015-2016 per Part 154.2 the school is using the Stand Alone and Intergrated Curriculum design in our Free-Standing ELL program. During common-preparation periods classroom teachers and ENL staff collaborate to support ELLs. We are on the same page regarding the curriculum mapping/ unit plan with the chosen vocabulary words, the teaching point, the target, the learning objective, the engaging questions, the concept board, data to set up differentiated groups, etc. We reinforce the content through language development - through the stage of language acquisition whether we are using body language, repetition, Total Physical Response, engaging questions and discussions, and/or small groups of differentiated instruction.

Per ELL Policy and Reference Guide 2015-2016, the mandated times for ELLs K-5 across the 5 proficiency levels have been entered in STARS by our data specialist. Per Reference Guide Stand-Alone is the language acquisition of listening, speaking, reading, and writing component and Intergrated Curriculum times are to be content based. Collaboration and communication affect the effectiveness of the ENL program. Learning and sharing data of ELLs strengthen the knowledge for data-driven lessons, small group instruction, differentiated group teaching for all teachers involved (ENL specialists, classroom instructors, cluster teachers, related service providers). Unpacking the Standard template and/or lesson plan template guide teachers to plan more effectively - topic, standard, essential questions, learning target, language objective, checklist of task, ENL support, SWD modification, differentiated instruction, assessments. Informal assessments in content areas usually done weekly to prepare for grouping the following week.

And to be more effective this year there are mandated PD for teachers of ELLs. One occurred on Tuesday, October 20, 2015. ENL staff members informed the teachers of ELLs re the new of ENL - proficiency levels, mandated times, requirements of language acquisition and core curriculum per Common Core State Standards.

Again Title III will supplement and support ENL with language acquisition and content area curriculum.

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

Benchmark Literacy Language Intervention for ELLs via RTI

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

We expect to go forward with school initiatives in ENL instruction and support.

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 an integral part of the school population. They participate in all programs available to all students at this time. During the day, ELLs enjoy computer classes, various activities of physical education, music either from singing in the chorus, recorders, or keyboards, Music Memory competition, and the creativity from art. We look forward to our annual evening Gallery of Art Presentation in June. We are amazed what the ELLs and general student population "churn up" with their science project exhibits. It's great how the ELLs/mainstream students "shine."

Based on research data and teachers' recommendations, ELLs receive RTI services during regular day.

We hope to continue the basketball team spirit and fun with our upper graders "the Hawks." It teaches team spirit, team cooperation, and school fun! Go Hawks!

ELLs can be elected as members of the school Student Council. During this campaign each nominated candidate speaks in front of the audience of Grades 3, 4, and 5 peers. Each presents his/her platform and tries to persuade the students to vote for that particular candidate.

ELLs do participate in the Math Olympiad under the tutelage of Math Coach Ms. Bilewich. It's a group of students who "love", of course, math. They do the complicated word problems and must be able to explain the process.

Chess club under the eyes of the guidance counselor Ms. Campbell enables the students to learn about chess, think strategy, compete - all in a friendly, cooperative atmosphere. This activity doesn't encourage bullying.

The Central Y from Forest Hills has been a part of our school community. One hundred students from grades 3, 4, and 5 participate in after school activities with their counselors. They include homework help, energetic sports, creative cooking, art activities, and entertainment in singing and dancing. This year there is a musician who teaches guitar to two groups of ELLs/students on Thursdays. They learn about the instrument and the beats of the music. Check out their gig at the end of this year's performances in June.

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

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.

Instructional materials, used to assist our English Language Learners, include a variety of supplementary resources that support the literacy, math, and content area instruction in science and social studies. We use instructional materials to support all ELL subgroups. These include a broad spectrum of print, visual, and digital resource designed to assist the learner in further increasing English language proficiency. Teachers and students use Language, Literacy, and Vocabulary series of non-fiction texts. This leveled series has amazing photographs and captions as cues for ELLs' comprehension. We have Readers' Theatre of Fluency and Comprehension series. The students enjoy the dialogue exchange. We also have the series of On the Way to English for Grade 2 and Grade 3. We have a collection of Big Books by Rigby and Mondo. Our Leveled library include dictionaries, translated glossaries, and dual language books. These materials can be used/tweaked to service Entering, Emerging, Transitioning, Expanding, Commanding proficiency groups. These materials are be utilized with SIFE, Newcomers, Developing, Transitioning, Expanding ELLs. Staff, ELLs, and parents take advantage of the site licenses in My On and Starmatica, Engrade, websites with information and help, based on the Common Core State Standards. We strongly encourage ELLs in primary grade to take advantage of the free online Starfall program. Each classroom has a Smartboard to support online instructional materials and resources. The Smartboard technology offers ELLs and general education students a visual, interactive, and engaging arena that encompasses the learning objectives. The technology person makes sure our ELL computers are working. Technology and technology tools allow language acquisition and content knowledge.

In math and science instruction manipulatives and actual simulations provide ELLs with the access to content specific concepts and principles. Translated dictionaries and content glossaries are available.

Additionally, ELLs are receiving service from staff, who are constantly trained in Foundations, Wilson, Special Education tracking. Technology is infused at all levels, and ELL students will have increased opportunities to further enhance their skills utilizing our computer lab as well as the portable wireless laptops, if available.

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

Newcomers are paired with native language buddies for acclimation to the new school, new food, new language, and new culture. They are constantly reminded to use their glossaries and dictionaries in the classrooms and science rooms. Of course, they need extra time to practice and use this aid successfully. Personnel and parent volunteers are tapped for their translated services when necessary.

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

As reiterated previously in the LAP, communication and collaboration must occur between ENL staff and all teachers. Data is shared for knowledge and lesson planning. Picture dictionaries, native language dictionaries, and glossaries are provided for the ELLs. Leveled books for guided reading are supplied to the staff in order to support the ELLs in learning vocabulary and reading strategies. Foundations/Wilson materials allow early childhood ELLs to learn and understand the letters and sounds associated with "tapping." Flashcards and games to reinforce literacy skills are beneficial and age appropriate and grade level for the ELLs. Classes in technology, art, math, science, and social studies are always considered in regards to the ELLs' age and proficiency level.

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).

During the interview for the Home Language Information Survey with the parent/guardian/caregiver and the child, ENL teacher, or translating staff member, or Parent Coordinator can share the school lay-out and routines of the day. The parent receives a list of school supplies. The guardian is encouraged to ask questions. New family gets a tour of the school - classroom, lunchroom, gym,

auditorium, bathroom, entrance, dismissal, etc. We are here to answer questions, to have the new ELL and new family feel comfortable.

19. What language electives are offered to ELLs?

**none at this time**

20. For schools with dual language programs:

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

**not applicable**

## B. Professional Development and Support for School Staff

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

Professional development is strategically planned to focus on informing all pedagogical staff of the new ENL and on the power of specialized strategies for strengthening the literacy and academic performance of our ENL students. Sessions can be conducted during grade conferences, common preps, faculty conferences, and assigned professional development opportunities, both in-house and through outside service providers. We now have the Borough Support Center on Rockaway Blvd, which strongly assists our district schools. Support members give ideas, answer questions,

Professional Learning Opportunity Plan - English as a New Language 2015-2016

October 20, 2015 - ENL (formerly ESL)

- Breakdown of ELLs per proficiency level

- Stand Alone (formerly pull-out) and Intergrated Curriculum (formerly pull-in)

- All teachers (including classroom teachers) are teachers of ELLs

- Strategies

November 2, 2015 - DELLSS Vision

- Framework for Great Schools and the English Language Learner Building Capacity - Empowering the ENL Teacher in a Co-Teaching Model

December 14, 2015 - DELLSS Vision

- Framework for Great Schools and the English Language Learner Blueprint for English Language Learners

January 11, 2016 - Implications for Co-Teachers: Co-Planning is Essential for Integrated ENL

- Instructional Moves to Support English Language Learners

February 22, 2016 - Six approaches to language learning and examining the role of the learner for each approach

- Taking a closer look at developing language objectives

During professional development on Mondays classroom teachers and ENL staff can learn and understand the new guidelines regarding ELL identification process and Re-Identification review since their students can be involved. The ELL Policy and Reference Guide based on Part 154 is very complex. Compliance is very important to make sure our ELLs are serviced correctly and the parents know their rights within ENL program.

Another review can be the concept of co-teaching since we have the Integrated Curriculum component (push-in). This philosophy can be used with ENL teacher and specialized science clusters. We can also use Intergrated Curriculum in literacy workshop. The two teachers can plan collaboratively to provide interesting and motivated lessons to all students, including the ELLs and SWDs. This design for coherent planning aims toward engaging all students in questioning techniques and vigorous discussions in an independent environment.

Binders filled with ESL strategies and graphic organizers are still available to help ELLs and other students in small groups of differentiated instruction. Grade leaders have the binders in the classrooms.

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

Another way of learning re ELLs involves the staff in a show and tell. Each participant can present a "best practice" that works for the class and for the ELLs.

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

Topics can include how to implement the Total Physical Resonse (TPR) and Sheltered English supports; how to use language in the service of other learning; eg. planned integration of content and language; how to plan opportunities for meaningful interaction

between peers; how to provide opportunities where the child is a "problem solver" rather than an "information receiver"; how to present different models of language that are understandable to the ELL, but also provides a new way of expressing meaning; establishing frequent opportunities for interaction between the teacher and the individual student. Teachers are guided in how to develop/enhance reading and writing proficiency and strategies to further assist with listening comprehension and vocabulary development.

To reiterate we will be providing an ongoing direct and indirect professional development to ELL personnel at the jobsite, as well as all those responsible for delivery of instruction and services to ELL. This include the administration, the SBST, classroom teachers, cluster instructors, outside service providers, paraprofessionals, and Parent Coordinator.

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?

In supporting ELLs in engagement of CCSS, Borough Support Center provides training in uploading and interpreting data of the ELL and other students to provide teachers ideas and application for data-driven instruction. Again this leads to our School Mission which is to build up questioning techniques, enable multiple entry points for students in engagement, active discussion, and complete tasks within DOK levels 2-4. One important support session was given by Josh Metz on CR Part 154 on Friday, September 23, 2015.

We use the 80 minutes of professional development time, Chancellor's Conference Days for staff development, and after and during the school day, to provide ELL training for classroom teachers through presentations, as well as the combination of study groups and ELL websites. Topics include The Co-Teaching Model in the Intergrated Curriculum, Creating language objectives from the CCSS, Testing Accommodations for ELLs and Fells. Also, ENL and grade teams articulate the needs of ELLs and ELLs-SWD in planning instruction and in preparing for the NYS ELA, Math, and Science. The entire staff participate in workshops in "Unpacking the Standards," "Differentiated Instruction," and "Guided Reading."

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

As ELLs begin transition from elementary to middle or junior high school, workshops are given for the teachers, the students, and the parents. Parent Coordinator Maggie Isdith conducts orientation workshops at P.S. 206, beginning in October. She shares important issues such as understanding the major differences in the schools - lay-outs, program schedules, and the large number of teenagers. She is the go-between for middle school applications and middle school appeals. Another issue deals with students who like to bully and with students who are bullied. ELLs and other students are encouraged to get along with each other and be sensitive to others/ feelings and needs. Translators are available during these workshops. The number to the Language Transition unit is available via telephone if necessary

Also, the guidance counselor Samantha Campbell shares her knowledge and experience to the staff to assist ELLs as they transition from elementary school to middle. The professional development session provided for the staff is "surrounding respect for all," where inclusion of all students irregardless of race, color, religion, etc. is the mode no matter where one is. Students are supported by receiving the same social activities (girls/boys club and chess club) that prepare them to deal with real life social issues. If necessary, teachers, paraprofessionals, and guidance counselor collaborate to have students sit with English speaking students from their own culture to assist them in transtioning with the curriculum and social camaradia . The ELLs are exposed to the same articulation process as the rest of the school population. Teachers are aware that any materials that are handed out can be translated into other languages on the Department of Education website - Language Translation Unit or by staff members.

P.S. 206 is a feeder school to JHS Halsey 157. Grade 5 students tour Halsey and JHS 157 invites parents to their middle school orientation or Open House.

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.

As mentioned above, required professional development include 15% on the needs of ELLs. Language acquisition can focus on co-teaching strategies and intergraded curriiculum. This emcompasss language and content instructional strategies.

Another review can be the concept of co-teaching since we have the Integrated Curriculum component (push-in). This philosophy can be used with ENL teacher and specialized science clusters. We can also use Intergrated Curriculum with literacy workshop. The two teachers can plan collaboratively to provide interesting and motivated lessons to all students, including the ELLs. This design for coherent

planning aims toward engaging all students in questioning techniques and vigorous discussions in an independent environment.

Binders filled with ESL strategies and graphic organizers are still available to help ELLs and other students in small groups of differentiated instruction. Grade leaders have the binders in the classrooms.

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

Another way of learning re ELLs involves the staff in a show and tell. Each participant can present a "best practice" that works for the class and for the ELLs.

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

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

### 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?

Per 2015-2016 ELL Policy Reference Guide parents are strongly encouraged to set up appointments to meet with ENL teacher to discuss their child's progress during Parent Engagemnet times on Tuesday afternoons. A translator will be utilized if necessary. Possible questions re assessment? Is the child grasping the language? Is the child improving in the English language? How? Speaking more, reading more, becoming fluent reader, writing skill? Is the student quiet, shy? How can we work together to help the child feel more at ease in order for the child to participate more in class?

All parent communications are recorded in Parent Engagement notebooks; eg. in person meetings, phone calls, letters. annual parent meetings.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parent involvement is a priority at P.S. 206, and outreach efforts made by the Parent Coordinator, ENL Teachers, Administrators, guidance counselor, SBST, teachers are consistent. Parent Coordinator is a key liaison in forging and strengthening the home/school relationships for Newcomers, ELLs and their families. Communications and workshops offered to these families are coordinated with the ENL specialists and conducted in multiple languages to reflect our commitment to include all members of the student population. Translators are readily available on a daily basis within our learning community to offer support to parents who may not be fluent in English. Again DOE Interpretation and Translation Unit is tapped if necessary.

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

In December there is to be a ELL workshop where parents can learn about resources to enable and support their children. For example, they ask about homework.

As the students are accountable in their work folders and conference soft marble notebooks for themselves, the teachers, and parents, so are the ENL staff who work with the parents of ELLs. Dates, meetings, phone calls, dates and contents need to be recorded in Parent Engagement notebooks

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

Community involvement continues to be a priority. Families are invited to participate in our events. Collaborations and support with parents and families allow school functions, school trips, and school daily happenings to occur.

Parent Co-ordinator has arranged dental outreach during Curriculum Night and both afternoon and evening Parent-Teacher conferences.. They provide information about the importance of keeping your teeth clean and healthy. Parents and students picked up information pamphlets and toothbrush samples.

Also, ELL parents and other concerned parents/caregivers signed up for School ID cards for their children during the times of Parents-Teachers Conferences. They waited their turn very patiently.

We continue the partnership with Central Y for the ELLs and others. ELLs parents know their students are safe. The students have homework help, creative art/jewelry, understanding rules and cooperation with game boards, learning about guitar with an engaging musician., They are here 3 days/week.

5. How do you evaluate the needs of the parents?

We understand the needs of parents. They share feedback from the ELL Progress Reports, Parents Teachers Conferences, telephone calls, Parent Coordinator, PTA Association, the ELLs themselves, the questions/comments of the ELL parents, and confidential reports (for example, medical, housing). Workshops are developed based on the ELL parents' needs. One important training for ELL parents is to know how to maneuver and understand the data in STARS and how to understand and communicate in the software Engrade. A big support is given by Mrs. O'Connor, the data specialist. She generates report cards in parents' preferred languages.

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

School parental involvement activities do address the needs of the parents. For example, Curriculum Night is the time where parents met their child's teacher. They are actively involved parents to understand what encompasses his/her child's education at this time. They are learning to understand the required Common Core State Standards. They are working with the staff and their children in regards to the ReadyGen and Go-Math curricula.

They have learned to take advantage of the Dial-a Teacher helpline for their children. They receive user ID and password to enter Engrade, which provides data/information about his/her child. They can use Engrade to communicate with the classroom teacher.

Their children teach them about the backpack homework in Starmatica.

#### **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: 206

School DBN: 28Q206

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)
Joan L. Thomas	Principal		12/9/15
Osceola Perez	Assistant Principal		12/9/15
Maggie Isdith	Parent Coordinator		12/9/15
F. Chin	ENL/Bilingual Teacher		12/9/15
K. Oliver/L. Avellino	Parent		12/9/15
T. Beylis/ENL	Teacher/Subject Area		12/9/15
E. Garrel/ENL	Teacher/Subject Area		12/9/15
M. Bilewich/Math	Coach		12/9/15
M. Katz, IEP	Coach		12/9/15
Samantha Campbell	School Counselor		12/9/15
Mabel Sarduy	Superintendent		12/9/15
Josh Metz	Borough Field Support Center Staff Member _____		12/9/15
J. O'Connor	Other <u>Data Specialist</u>		12/9/15
	Other _____		
	Other _____		

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

**DBN: 28**      **School Name: Horace Harding**  
**Superintendent: Mabel Sarduy**

### Before you begin, please check the following:

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

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

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

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

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

At the time parents register their child at P.S. 206 Home Language Information Survey is a necessary document in the packet. HLIS is a major starting point for collecting data regarding language(s) spoken at home. Entered by the Pupil Accounting Secretary, this information allows the school's parental translation and interpretation to be addressed. In addition, we can view our Home Language Report via ATS to assess which language translations our parent body may require.

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.

Languages spoken by our parent body include, Arabic, Armenian, Bengali, Chinese (Cantonese & Mandarin), French, Guyanese, Hebrew, Hindi, Indonesian, Korean, Phillipino (Tagalog), Polish, Russian, Spanish, Tadjik, Twi, Uzbek, Vietnamese

## Part B: Creating a Communications Calendar

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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.)

Our school gives out important information about education and special events to the parent community. Thus, translations of said documents are necessary in order to distribute to the families. They include Curriculum Night - Meet the Teacher, Grandparents Read-Alouds, Welcome Back breakfast, Parent-Teacher Conference announcements, New York State testing dates, notices of PTA meetings,

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.

Staff members who speak another language always offer their assistance. They are tapped during Curriculum Night, Parent-Teachers conferences, and SBST (School-based Support Team), and guidance counselor.

## Part C: Providing Language Assistance Services

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

Once the original letter is completed, copies are given to certain staff and parents for translation - Arabic, Bengali, French, Haitian Creole, Russian, Spanish. We are aware that the Translation unit needs at least two weeks to complete the assignment for other languages.

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.

## Part D: Training Staff on Policies and Procedures

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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.)

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

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

**Checklist of Notification Requirements**

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

**Part F: Monitoring and Quality Control**

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