



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME :** ELSA EBELING PUBLIC SCHOOL 208

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 18K208

PRINCIPAL: KRISTY PARRIS

EMAIL: KPARRIS@SCHOOLS.NYC.GOV

SUPERINTENDENT: BEVERLY WILKINS

## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature
Ms. K. Parris	*Principal or Designee	
Ms. A. Tackney	*UFT Chapter Leader or Designee	
Ms. L. James	*PA/PTA President or Designated Co-President	
n/a	DC 37 Representative, if applicable	
n/a	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
n/a	CBO Representative, if applicable	
Ms. D. Rose	Member/Parent	
Ms. D. Backus	Member/Parent	
Ms. S. Champagne	Member/Parent	
Mr. T. Wyatt	Member/Parent	
Ms. L. McShine	Member/Parent	
Ms. S. Greco	Member/Parent	
Ms. C. Herdsman	Member/Staff	

Name	Position and Constituent Group Represented	Signature
Mr. F. Salisbury	Member/Staff	
Ms. Q. Asemota	Member/Staff	
Ms. J. Mockler	Member/Staff	
Ms. S. Cinkay	Member/Staff	

## **DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION**

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

## ANNUAL GOAL #1 AND ACTION PLAN

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

### **Annual Goal #1**

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

- By May 2012, students in grades 3, 4, and 5 will demonstrate progress toward achieving state standards as measured by 3% increase in students, scoring in at levels 3 & 4 on the NYS ELA Assessment.

### **Comprehensive needs assessment**

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

- After analyzing student performance data from Acuity (Instructionally Targeted Assessments and the Predictive Assessment Tests) and the New York State ELA Assessments, it was determined that students in grades 3, 4, 5 showed an increase in performance on the NYS English Language Arts Assessment. Although an increase was shown, students performing at level 2 on these assessments have been targeted for Academic Intervention Services. These students include Students with Disabilities and English Language Learners.

### **Instructional strategies/activities**

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
- Students will be given baseline, midyear and post assessments in English Language Arts in September, January, and May to determine areas of strengths and needs. A comprehensive balanced literacy program will be used in all classrooms. Instruction and progress will be noted using Fountas and Pinnell levels for literacy and ECLAS-2 results.
  - A consultant will provide professional development for teachers in comprehension strategies to impact student outcomes. Academic Intervention services will be provided to these groups during an Instructional Block during the school day, during Extended Day and /or in afterschool or Saturday programs. Students will be provided writing instruction to meet the Common Core Learning Standards for each grade.

### **Strategies to increase parental involvement**

Describe the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal.

- Host ELA information sessions with parents. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.
- The school will host a Curriculum Night.
- Parent Coordinator will host workshops for parents.
- Parents will be trained on the use of ARIS Parent Link.
- Resources to support literacy will be provided to parents and made available online.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to

achieve this goal.

- At this time all staff members are HQT.
- Differentiated professional development and the use of collegial support will be provided to all teachers.
- When needed, the Personnel Secretary will work closely with the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.

**Service and program coordination**

Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

- Resources to support literacy instruction have been purchased –Lead 21 anthologies for selected classes and grades.
- Title III –afterschool ELL Program
- Title III-Saturday Test Preparation Program
- Title III-Imagine Learning web based program
- Performance Series-SWD (Acuity Program)

**Budget and resources alignment**

Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

- Fair Student Funding-personnel, books, resources
- Title I funding-personnel, books, resources
- Title III-afterschool programs, resources

## ANNUAL GOAL #2 AND ACTION PLAN

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

### **Annual Goal #2**

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

- By May 2012, students in grade 4 will demonstrate progress toward achieving state standards as measured by a 2% increase in students' scoring at levels 3 and 4 on the NYS Math Assessment.

### **Comprehensive needs assessment**

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

- After conducting an analysis of student performance data on State Assessments it was determined that all student groups and our students with disabilities underperformed on the New York State Math Test. As a result, we have made this a priority goal for the school year. We are carefully following the progress of our grade 4 students in mathematics based on the results of these students in grade three on the NYS Grade 3 Math Assessment.

### **Instructional strategies/activities**

Describe the research-based instruction strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation
- Provide instructions in a comprehensive mathematics program for 75 minutes per day, which will provide continual assessment of student achievement utilizing Everyday Mathematics. Provide class sets of materials for all teachers involved in program implementation through the use of daily differentiated activity provide instruction in basic math skills, games and test prep, problem solving using manipulatives and technology such as calculators and computers as aligned with the New York State Learning Standards and Curriculum Evaluation Standards. Teachers will identify students for intervention and AIS providers will provide small group instruction during the Instructional Block, Extended Day and afterschool.

### **Strategies to increase parental involvement**

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Describe the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal.

- Host Math information sessions with parents. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.
- The school will host a Curriculum Night.
- Parent Coordinator will host workshops for parents.
- Parents will be trained on the use of ARIS Parent Link to note students' progress.
- Parents will be provided online resources to support students' practice at home.

**Strategies for attracting Highly Qualified Teachers (HQT)**

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

- At this time all staff members are HQT.
- Differentiated professional development and the use of collegial support will be provided to all teachers.
- When needed, the Personnel Secretary will work closely with the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.

**Service and program coordination**

Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

- Resources to support literacy instruction have been purchased –Lead 21 anthologies for selected classes and grades.
- Title III –afterschool ELL Program
- Title III-Saturday Test Preparation Program
- Title III-Imagine Learning web based program
- Performance Series-SWD (Acuity Program)

**Budget and resources alignment**

Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title II, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

- Fair Student Funding-personnel, books, resources
- Title I funding-personnel, books, resources
- Title III-afterschool programs, resources

### ANNUAL GOAL #3 AND ACTION PLAN

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

#### **Annual Goal #3**

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

- By May, 2012, 85% of students in grades 3, 4, and 5 will be able to complete a literacy task aligned to the Common Core Learning Standards (CCLS), with 85% accuracy.

#### **Comprehensive needs assessment**

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

- Common Core Learning Standards require increased academic rigor to achieve grade level benchmarks.
- CCLS tasks will prepare students in all accountability groups to respond to assessments at increased academic levels accurately.

#### **Instructional strategies/activities**

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
- Students will be immersed in Units of Study according to the curriculum for their grade in literacy. Students will receive instruction and practice responding to tasks that are aligned to CCLS and rigor.
  - Students will be exposed to CCLS bundles provided by the DOE.
  - AIS will be provided by classroom teachers and out of classroom teachers during Instructional Block, Extended Day and/or afterschool programs or Saturday Test Preparation Programs.
  - Aligned tasks will be presented to students throughout the school year.
  - Teachers will administer the CCLS during the month of February 2012.

#### **Strategies to increase parental involvement**

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP. Describe the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal.

- Host information sessions with parents. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.
- The school will host a Curriculum Night.
- Parent Coordinator will host workshops for parents.
- Parents will be trained the use of ARIS Parent Link.

- Online resources will be made available to parents.

**Strategies for attracting Highly Qualified Teachers (HQT)**

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

- At this time all staff members are HQT.
- Differentiated professional development and the use of collegial support will be provided to all teachers.
- When needed, the Personnel Secretary will work closely with the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.

**Service and program coordination**

Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

- Extended Day will be used to prepare students for CCLS assessments.
- Teacher Teams will collaborate and prepare CCLS aligned tasks.

**Budget and resources alignment**

Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

- Fair Student Funding
- Title I
- Title III

## ANNUAL GOAL #4 AND ACTION PLAN

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

### **Annual Goal #4**

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

- By May 2012, parent involvement will increase by 5% as evidenced by increased parent attendance at Parent Teacher Association meetings, more parent volunteers at schoolwide functions and better attendance at parent workshops.

### **Comprehensive needs assessment**

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

- Increased attendance at PTA meetings, Curriculum Night and parent workshops will enable more parents to support students' academic progress based upon the information that parents will receive regarding academic expectations.

### **Instructional strategies/activities**

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
- The School Leadership Team will facilitate activities to promote family engagement at the school.
  - Parent Coordinator will conduct parent workshops and provide materials to be used at home with students (Sept.-June).
  - School Messenger will be used to inform parents of meetings, workshops, special notices and student attendance (ongoing).
  - School website used as a tool for most current information for parents (ongoing).
  - Parent surveys and questionnaires.
  - Email correspondence by PTA.
  - Facilitate Learning Leaders.

### **Strategies to increase parental involvement**

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- Host information sessions with parents. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.
- The school will host a Curriculum Night.
- Parent Coordinator will host workshops for parents.
- Parents will be trained on the use of ARIS Parent Link.

- School Messenger will be used to inform parents of meetings, workshops, special notices and student attendance (ongoing).
- School website used as a tool for most current information for parents (ongoing).
- Parent surveys and questionnaires.
- Email correspondence by PTA.

**Strategies for attracting Highly Qualified Teachers (HQT)**

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

- At this time all staff members are HQT.
- Differentiated professional development and the use of collegial support will be provided to all teachers.
- When needed, the Personnel Secretary will work closely with the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.

**Service and program coordination**

Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

- Partner with NYC Learning Leaders Program
- Cornell Nutrition Workshop

**Budget and resources alignment**

Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

- Title I
- Title III
- Fair Student Funding
- PTA funding

## ANNUAL GOAL #5 AND ACTION PLAN

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

### **Annual Goal #5**

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

- By May 2012, we will increase the use of technology by 5% to support differentiated instruction as evidenced by the use of computer-based programs in the content areas.

### **Comprehensive needs assessment**

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

- CCLS requires students to be able to read and respond digitally. Increased use of available technology will prepare students to read and respond digitally.
- The use and accessibility of information will be more readily available to students as students improve their content knowledge across all curriculum areas.

### **Instructional strategies/activities**

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
- Web based student program, Study Island, may be used at school and at home (Sept. –July).
  - Performance Series will be used to support Students with Disabilities (Dec. June).
  - Imagine Learning will be used to support English Language Learners (Oct.-June).

### **Strategies to increase parental involvement**

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- Parent Coordinator will conduct workshops for parents.
- Parents will be trained on the use of ARIS Parent Link.
- P.S. 208 Parent Handbook will be available online and distributed to all students.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

- At this time all staff members are HQT.
- Differentiated professional development and the use of collegial support will be provided to all teachers.
- When needed, the Personnel Secretary will work closely with the network HR point to ensure that non-HQT meet all required documentation and

assessment deadlines.

**Service and program coordination**

Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

- Cultural After School Adventures Program (CASA)-funding provided by local council member for enrichment program in technology

**Budget and resources alignment**

Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

- Title I
- Title III
- Fair Student Funding
- PTA funding
- RESO A funding

**ACADEMIC INTERVENTION SERVICES (AIS)**

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>	0	0	0	0	6	0	0	0
<b>1</b>	20	20	0	0	8	0	0	0
<b>2</b>	24	20	0	0	8	0	0	0
<b>3</b>	14	13	0	0	10	0	0	0
<b>4</b>	5	12	0	0	26	0	0	0
<b>5</b>	21	14	8	0	110	0	0	0
<b>6</b>								
<b>7</b>								
<b>8</b>								
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</b>								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
<b>ELA</b>	Daily small group instruction for 30 minutes during Instructional Block Extended Day program three times per week for 50 minutes. Use of Study Island, and other web based programs, individually. Afterschool Program- small group instruction Saturday Test Preparation Program – 4 weeks
<b>Mathematics</b>	Services are provided for small group instruction using the Everyday Math Program. Grades 4 and 5 also receive small group instruction using Math Steps. Grade 4 also receives small group instruction using Envision Math.
<b>Science</b>	Services are provided for small group instruction, performance tasks and content based science, using a review book, Measuring Up to the NYS Learning Standards.
<b>Social Studies</b>	Services are provided for small group instruction using high quality, scientifically based research assessments to drive instruction.
<b>At-risk Services provided by the Guidance Counselor</b>	Services are provided during the day in the Guidance Counselor’s office. These services include the following: small group counseling, 1:1 crisis counseling, social skills training and anger management.
<b>At-risk Services provided by the School Psychologist</b>	Services are given during the school day in the School Based Support Team room. Services include crisis counseling, 1:1, and in the classroom when needed.
<b>At-risk Services provided by the Social Worker</b>	Services are provided in the form of crisis intervention, at risk counseling on a 1:1 basis, in the classroom or outside of the classroom as needed.

**At-risk Health-related Services**

504 services provided by the Department of Health nurse in accordance with the Department of Education and Department of Health policies.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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**Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT**

**1. School Parental Involvement Policy – Attach a copy of the school's Parent Involvement Policy.**

**Explanation:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2009-10 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

**I. General Expectations**

PS 208 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a

component, a school-parent compact consistent with section 1118(d) of the ESEA.

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

## **2. School-Parent Compact - Attach a copy of the school’s Parent Involvement Policy.**

**Explanation:** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the

responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the New York City Department of Education website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

## **II. Description of How School Will Implement Required Parental Involvement Policy Components**

1. PS 208 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA.
2. PS 208 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA.
3. PS 208 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance.
4. PS 208 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: [Insert programs, such as: Head Start, Reading First, Early Reading First, Even Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs].
5. PS 208 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
6. PS 208 will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:

- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
  - i. the State’s academic content standards
  - ii. the State’s student academic achievement standards
  - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child’s progress, and how to work with educators.
- b. The school will provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement.
- c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools.
- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.
- e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

Cluster Leader/Network Leader <b>D. Maldonado</b> <b>/J. Blaize</b>	District <b>18</b>	Borough <b>Brooklyn</b>	School Number <b>208</b>
School Name <b>P.S. 208 - Elsa Ebeling</b>			

### B. Language Allocation Policy Team Composition [i](#)

Principal <b>Kristy Parris</b>	Assistant Principal <b>C. Herdsman /N. Renville</b>
Coach <b>Sandra Cinkay, Literacy Coach</b>	Coach <b>Frank Salisbury, Math Coach</b>
ESL Teacher <b>Alisa Lifshitz</b>	Guidance Counselor <b>Lisa Hobson</b>
Teacher/Subject Area <b>Arianne Tackney/Gym</b>	Parent <b>Lisa James</b>
Teacher/Subject Area <b>Gail Bishop/Computer</b>	Parent Coordinator <b>Geneva Bowser</b>
Related Service Provider <b>Iona Watson, SETSS</b>	Other <b>type here</b>
Network Leader <b>Joseph Blaize</b>	Other <b>type here</b>

### C. Teacher Qualifications [i](#)

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

Number of certified ESL teachers	<b>1</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>557</b>	Total Number of ELLs	<b>29</b>	ELLs as share of total student population (%)	<b>5.21%</b>
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## Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

Paste response to questions 1-6 here

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).

A licensed certified ESL teacher conducts the initial screening of students at registration. She administers the Home Language Identification Survey, giving the informal oral interview in English as well as in their native language using interpreters. She also conducts the formal initial assessment. The LABR (if necessary) is given within 10 days of registration. Every ESL student is given the NYSESLAT test to assess their performance in listening, speaking, reading and writing.

Each year the principal, assistant principals, ESL provider, literacy coach, math coach, and classroom teachers evaluate the scores on the NYSESLAT. Instruction is geared to each ELL student based on the scores in each modality of listening, reading, speaking and writing. The ELL student is put into a group for ESL instruction based on his/her level of proficiency on the NYSESLAT test. It could be a beginner, intermediate or advanced group. Instruction is geared to the student's abilities. The classroom and subject area teachers are given the NYSESLAT scores, so they know how to base their instruction in the classroom for the ELL learner.

Students who speak Spanish at home and score below proficiency level on the Lab-R are administered a Spanish lab test to determine language dominance. The Spanish Lab-R is administered by Ms. Elizabeth Ramos, a licensed and certified spanish teacher. The Lab-R is administered by Ms. Alisa Lifshitz, a licensed and certified ESL teacher. Parents are notified by letter of their child's eligibility for services.

The NYSESLAT test measures English Language Arts proficiency levels (ex. beginning, intermediate, advanced) of ELLs and is administered each Spring. Proficiency levels determine the appropriate ratio for ESL instruction.

The NYSELAT test is given in/different parts (listenng/speaking, reading/writing) P.S. 208 adheres to the dates to administer the test. All ELL's take the NYSESLAT test according to the ATS reports of the students in the program. The ATS reports are RLAT, RNME and ARIS.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

There is a parent orientation at the beginning of the school year. Parents watch a DVD that explains the different program choices and

what options they have. At the orientation the parents are given the program selection form in their native language so that they are able to understand what they are signing. They are also given additional information about the program choices in their language. As new students arrive, there are additional parent orientations to explain the program choices and the program available.

All three program choices: Dual Language, Freestanding ESL and Transitional Bilingual are explained to the parents.

There is help available to the parent in filling out the program selection form and parent survey during the orientation or they can make an appointment to come into the office for help. They are given a week to return the form.

According to the Aspira Consent decree, P.S. 208 will form bilingual education classes in grades K-5, when there are 15 or more ELL's of the same language in two contiguous grades. Parents will be notified by sending a letter home in their native language, telephone calls and one-on-one meetings. At the parent orientation parents will be informed of bilingual and dual language programs available for their child in other schools in their district.

3. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.	ent letters are distributed and Parent Survey and Program Selection forms are returned? (If a Check all that apply	K* 1* 2* 3* 4* 5*
		6* 7* 8* 9* 10* 11* 12*

ent letters are distributed and Parent Survey and Program Selection forms are returned? (If a Check all that apply for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)

The school ensures that all program selection forms are returned by sending home a reminder letter with the student in their home language. The school will also call the student if the form is not returned promptly.

Entitlement letters are sent home with each student and returned to the ESL teacher. If the letter is not brought back promptly an additional letter is sent home in their native language and a telephone call is made to the home.

All entitlement letters in the parent's native language are given out by the ESL teachers, Ms. Alisa Lifshitz. When the entitlement letters are returned they are stored in a central location in room 201 and put into a folder. Parent survey and parent selection forms are also stored in room 201, they are collected at the parent orientation by the ESL teacher. They are put into a folder.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

Students are placed in their ESL classes according to the Parent Choice form and Program Selection form. These forms and choices are explained to the parents during the parent orientation. The ESL Freestanding program is aligned with parent choice.

After reviewing the results of the NYSESLAT exam each September, continued entitlement letters are given out to all ELL students who did not test out of the program. Transfer students who are still in the program are also given the continued entitlement letter. These letters are put into a folder and stored in room 201, a central location in the building. They are collected by the ESL teacher, Ms. Alisa Lifshitz. They are sent home in the parent's native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)

After reviewing the parent survey and parent selection forms for the past few years, the trend has been to choose the ESL Freestanding Program. One hundred percent of the parents choose the program for their children.

Parents who are native speakers of other languages predominantly select ESL. Our ESL program is aligned to parent requests. If a parent chooses another program, not available at our school, we will offer transfer option and find out where the nearest school is, and where the program is offered.

After reviewing the parent survey and parent selection form, a list is made of parent choice. When programs become available the parents are notified by letter one-on-one meetings and telephone. Getting parents this information quickly and efficiently is crucial so that ELLs are placed in the appropriate program within ten days of enrollment. Parents' choice coupled with program availability determines program placement for ELLs.

6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Yes. Parents are getting the program model of choice. If other models are chosen we will work to ensure their choice.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)  
Check all that apply

K\* 1\* 2\* 3\* 4\* 5\*  
6\* 7\* 8\* 9\* 10\* 11\* 12\*

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>	1	1	1	1	1	1								6
<b>Total</b>	1	1	1	1	1	1	0	0	0	0	0	0	0	6

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	29	Newcomers (ELLs receiving service 0-3 years)	22	Special Education	0
SIFE	1	ELLs receiving service 4-6 years	6	Long-Term (completed 6 years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL	23	1	0	6	0	0	0		0	29
Total	23	1	0	6	0	0	0	0	0	29

Number of ELLs in a TBE program who are in alternate placement: 0

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	0	0		0									0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	0		0	0	0	0								0
Haitian	0	0	0	0	0	0								0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

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
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	3		2		1									6
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	3		1	1	1	2								8
Haitian	2	2	1	3	7									15
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	8	2	4	4	9	2	0	0	0	0	0	0	0	29

## Part IV: ELL Programming

### A. Programming and Scheduling Information

## A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6 years).
6. 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?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. How is instruction delivered?

Instruction is delivered through the balanced literacy approach to reading. We use read alouds, guided reading shared reading, interactive writing, writing process, listening centers and independent reading according to the student's level. Literacy and math instruction are taught during our 25 minute instructional block and our 37 1/2 minute extended day program.

The pull-out model is used for ESL instruction. ELL's who spend the majority of their day in all-english content instruction are brought together for various classes for English acquisition focused instruction. The ESL teacher plans carefully with the general education and special education teachers to ensure curriculum alignment. Students are seen according to their grade level using homogeneous proficiency levels.

- a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?

The instruction is delivered through a Freestanding ESL program. It is the pull out model.

- b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?

The students are seen in groups with the same proficiency levels.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)? The students receive the number of minutes mandated by the CR-154 for instruction.

How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)? The ESL instructional minutes for each group is built into the ESL teachers program. The beginning and intermediate groups are seen for the 360 minutes per week and the advanced group is seen for 180 minutes per week.

In the freestanding ESL program language arts is taught using ESL and ELA methodologies. Content areas are taught in English using

## A. Programming and Scheduling Information

ESL strategies. Native language support is also provided. The beginner, intermediate level students are given 360 minutes of ESL a week and advanced students are given 180 minutes per week. ESL students who are not achieving growth on reading assessments receive an additional 30 minutes per day of literacy instruction during our instruction block and extended day services. These students also see the AIS literacy teacher for small group instruction. This will help the ELL achieve grade-level proficiency in each reading component. The mandated ESL minutes for each ELL are built into the ESL teachers schedule.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development. The ESL teacher meets with the content area teachers to find out what the student is having difficulty with. The ESL teacher uses the hands-on approach to teaching to help the ESL student. The ESL student is also given help on the computer.

Academic content areas are taught using ESL approaches, techniques and strategies. We use pictures, graphic organizers, charts, balanced literacy, read alouds, guided reading and guided writing.

The ESL teacher articulates with the classroom teachers to ensure that the ELL students are progressing with all subject areas. The ESL teacher uses hands-on manipulatives for math instruction, ex \*cubes, base 10 blocks) to further break down problems. A math vocabulary word wall is also set up in the ESL room to help with math word problems. Hands-on science activities are used to enhance science instruction. Maps are used in conjunction with social studies lessons.

The ESL teacher uses the sheltered English approach in her lessons. This approach helps ensure that students understand the content while expanding their English Language development. The ESL teacher makes adjustments so that the lesson is comprehensible to ELLs. These are some of the things that are done. When giving explanations and directions, simple sentences are used that students are familiar with. Students are then able to focus on the content of the lesson rather than on the lesson procedures. The ESL teacher will speak at a normal rate, so students can comprehend. The ESL teacher focuses on vocabulary related to the topic, and does not teach a long vocabulary list: The ESL teacher emphasizes reading, writing and thinking skills. Activities that are used are group problem solving, report writing, and note taking.

The ESL teacher also uses scaffolding techniques to help the ELL student. Teacher modeling, visuals, graphics and cooperative learning are used by the ESL teacher.

Some of the materials for content areas are: Science, Harcourt NYC Edition, Everyday Math program, Envision Math Common Core, NYC Social Studies, Houghton Mifflin, Finish Line Reading for the Common Core Standards, Finish Line for ELLs English Proficiency Practice and Empire State NYSESLAT continental Press. The ESL teacher uses the whole language based approach to reading.

4. How do you ensure that ELL's are appropriately evaluated in their native language?

ELL's are appropriately evaluated in their native language by using bilingual evaluators. If additional translations are needed, we use the translation services unit from the Department of Education. The school psychologist, social worker and family worker will work closely with the family to make sure the ELL student is evaluated in their native language.

When a student enters the NYC public schools and their home language was determined to be Spanish a Lab-R test is given in English, and a Spanish Labish Lab-R is administered. The Lab-R will determine the students language dominance. The Spanish Lab-R is given by the Spanish teacher, Ms. Elizabeth Ramos. This ensures that the ELLs are evaluated in their native language.

If an ELL student is referred for Special Education services, the school psychologist and social worker determine if a bilingual evaluator is needed for the student and if an interpreter is needed for the parents.

5. How do you differentiate instruction for ELL subgroups?

There is a differentiated instruction for each ELL subgroup.

a. Describe your instructional plan for SIFE. SIFE students need extra help with language development due to less schooling. They

## A. Programming and Scheduling Information

are given workbooks on their level to help them achieve success. The classroom teachers are given extra materials to work with these students. The SIFE ELL has to be assessed whether he/she has some academic skills and some English, Academic skills and no English, some skills and no English or no prior school and no English. The SIFE student will get the same testing accommodations as all ESL students. To help the SIFE student we use cooperative learning, leveled books, communicative activities, Balanced literacy, multicultural education, guided reading, test taking strategies, integrative learning environments, writing process, meta-cognitive learning, graphic organizers, a print rich environment, access to books and collaborative teaching. SIFE students receive instruction in literacy and content preparation in math, science, social studies, computer, spanish and library skills. Native language support is provided..

b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs. For newcomers there are listening centers set up in their classrooms and classroom teachers are given books on their levels to use. The newcomer who is here less than 3 years will be given an assessment to see what words they recognize, letter names, phonemic awareness, and concepts of print. According to the results the lessons will be geared as to what the ELL student needs and weaknesses in the four modalities of listening, reading, writing and speaking. If a student needs help in listening, he will do work to improve his skills in the listening center. Listening centers are in the classrooms as well as the ESL room. If the student needs help in writing, assignments will be given and the fundamentals of writing will be taught. We use the writing process for the student to achieve maximum growth. There will be lessons in accountable talk to help the ELL student speak in front of a group. Also these lessons will be taught through scaffolding strategies. The group is actively engaged in standard-based academic curriculum. There is a great deal of modeling, which includes doing a required task together first and providing students with clear examples. Test prep lessons are taught to prepare the students for the NYS tests as well as the NYSESLAT test.

c. Describe your plan for ELLs receiving service 4 to 6 years. ELL students receiving service for 4 to 6 years are invited to extended day and receive AIS for extra reading and math help. They may also be referred for AIS during the school day. Their ELL interim assessments are utilized to drive instruction. Their NYSESLAT scores are reviewed to see where help is needed. ELL students receiving service of 4 to 6 years are given additional help in our extended day and ELL after school program. They are also invited to the Saturday Test Prep Program. Language Arts is taught using ESL and ELA methodologies. Content areas are taught in English using ESL strategies. Native Language support is provided. Literacy based computer programs (eg. Image Learning English, Study Island and Starfall) are used to enhance the ELL students proficiency level.

### Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.

Native Language Usage/Support	Transitional Bilingual Education (TBE)	Dual Language	Freestanding ESL
grouped with their level according to the NYSESLAT results. We provide activities that are varied, motivating and challenging according to language proficiency grade and ability level. These students must also acquire more advanced listening/comprehension skills in English which is accomplished through listening centers, story dictations and the balanced literacy approach to reading. Instruction must emphasize English reading and writing skills.	100%	75%	50%
Students with disabilities will be seen by the ESL teacher and given instruction in English listening, comprehension and speaking skills. Reading and writing skills are introduced appropriately after conferring with the special education teacher about the student's progress. The special education student is included in all programs.	100%	75%	50%
areas and accelerate English language development?	100%	75%	50%
The instructional strategies used are differentiated instruction. This means that all students will not be doing the same activity in the same way all the time. This uses visual, verbal and tactile.	100%	75%	50%
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

no pressure to speak.

**A Programming and Scheduling Information**

**B. Programming and Scheduling Information--Continued**

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## Courses Taught in Languages Other than English

### C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
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3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions 1-3 here

1. All staff in the school is involved in professional development training. The ESL teacher, assistant principals, common branch teachers, paraprofessionals, ESL coordinator, guidance counselors, special ed teachers, psychologists, occupational/physical therapists, speech therapists secretaries and parent coordinators attend professional development training. Our professional development plans for 2010-2011 school years are designed to promote high levels of academic achievement. While integrating second language instruction. The 10 1/2 hours of ESL mandated professional development will also be fulfilled by all staff that service special education students. Topics for all staff members and paraprofessionals include: K-5 Curriculum Maps, ESL Strategies of Language Acquisition, Positive Classroom Environment for Mainstream and ELLs, Differentiating Instruction, ESL Strategies and Methodologies Within Writing Units, Imagine Learning English Program, Exploration of ELL websites, NYSESLAT training, Analyze Data Using Technology, Parental Involvement for Mainstream and ELLs. Records for the workshops will be maintained through attendance sheets.
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### E. Parental Involvement

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

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1. Describe parent involvement in your school, including parents of ELLs.

Parents are involved in the school by attending a parent orientation, open school week, classroom visits and computer training.

- Parents participate on various committees including: Parent Teacher Association and the School Leadership Team.
- Parents are encouraged to participate in school activities ex-assemblys, field trips, learning walks and technology classes.
- All parent correspondence, including letters, flyers and other communication are translated into a variety of languages spoken by our multilingual families.
- Translators are available at meetings and in our main office.

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- Translators are available at meetings and in our main office.
- All parents of ELL's are invited to participate in Curriculum Night in September 2010 to receive information about our school. topics discussed are school expectations, city/state standards and school classroom curriculum. All ELL's and their parents will be invited to Family Movie Nights throughout the school year.

2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?  
Parents are invited to attend parent workshops geared to the ELL students. They are invited to afterschool workshops to learn computer based technology that their children are learning. The team from Imagine Learning English helps present these workshops.

P.S. 208 partners with Community Based Organizations to provide services and workshops to ELL parents. The organizations we are involved in are: Haitian Center Services, New Hope Guild, Urban Resources Institute, Caribbean Community Mental Health Program, Crown Heights, Community Mental Health Program, Jewish Board of Family and Children. ELL parents are given opportunities to attend workshops and reach out for services needed.

3. How do you evaluate the needs of the parents?  
A survey is taken to see what other workshops the parents are interested in.

We evaluate the needs of the parents through conferneces with the parent coordinator, ESL teachers, assistant principals, principal, staff members and a Parent Teacher Association.

4. How do your parental involvement activities address the needs of the parents?  
The workshops are geared to the suggestions the parents make.

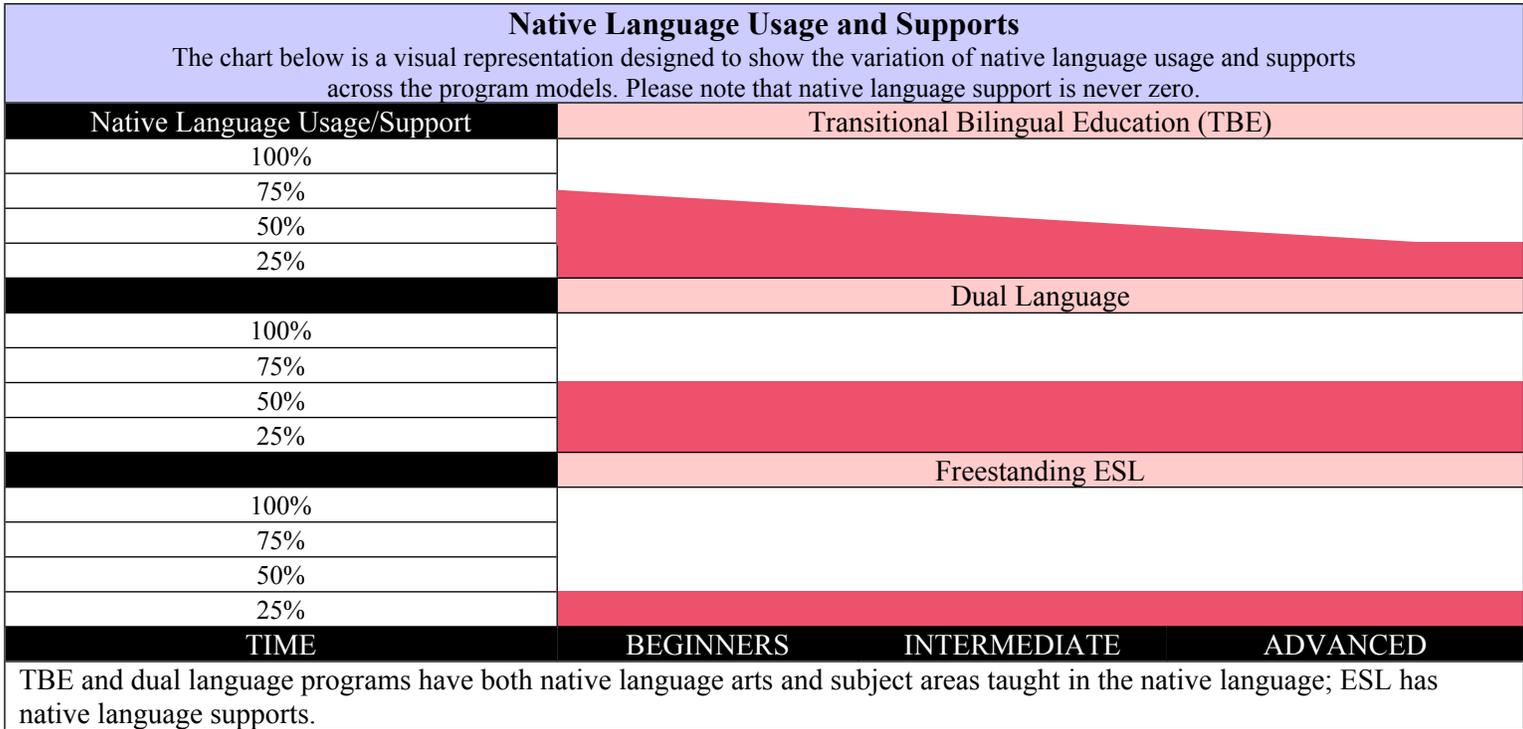
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	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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**B. Programming and Scheduling Information--Continued**

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  - Parents participate on various committees including: Parent Teacher Association and the School Leadership Team.
  - Parents are encouraged to participate in school activities ex-assemblys, field trips, learning walks and technology classes.
  - All parent correspondence, including letters, flyers and other communication are translated into a variety of languages spoken by our multilingual families.
  - Translators are available at meetings and in our main office.

## E. Parental Involvement

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

Paste response to questions 1-4 here

1. Describe parent involvement in your school, including parents of ELLs.

Parents are involved in the school by attending a parent orientation, open school week, classroom visits and computer training.

- Parents participate on various committees including: Parent Teacher Association and the School Leadership Team.
- Parents are encouraged to participate in school activities ex-assemblys, field trips, learning walks and technology classes.
- All parent correspondence, including letters, flyers and other communication are translated into a vairyety of languages spoken by our multilingual families.
- Translators are available at meetings and in our main office.
- All parents of ELL's are invited to participate in Curriculum Night in September 2010 to receive information about our school. topics discussed are school expectations, city/state standards and school classroom curriculum. All ELL's and their parents will be invited to Family Movie Nights throughout the school year.

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

Parents are invited to attend parent workshops geared to the ELL students. They are invited to afterschool workshops to learn computer based technology that their children are learning. The team from Imagine Learning English helps present these workshops.

P.S. 208 partners with Community Based Organizations to provide services and workshops to ELL parents. The organizations we are involved in are: Haitian Center Services, New Hope Guild, Urban Resources Institute, Caribbean Community Mental Health Program, Crown Heights, Community Mental Health Program, Jewish Board of Family and Children. ELL parents are given opportunities to attend workshops and reach out for services needed.

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

A survey is taken to see what other workshops the parents are interested in.

We evaluate the needs of the parents through conferneces with the parent coordinator, ESL teachers, assistant principals, principal, staff members and a Parent Teacher Association.

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

The workshops are geared to the suggestions the parents make.

## Part V: Assessment Analysis

### A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	8	2	1	1	1									13

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)					4									4
Advanced (A)			2	4	4	1								11
Total	8	2	3	5	9	1	0	0	0	0	0	0	0	28

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	8				1								
	I		2		1									
	A			2		1								
	P			1	4	7	1							
READING/ WRITING	B	8	2	1	1	1								
	I					4								
	A			2	4	4	1							
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	6	1		8
4		1	1		2
5		4			4
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	2		7						9
4			1		1				2
5			5						5
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science				
Level 1	Level 2	Level 3	Level 4	Total

	English	NL	English	NL	English	NL	English	NL	
4					1				1
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

**B. After reviewing and analyzing the assessment data, answer the following**

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school’s instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?

## Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

<b>School Name:</b> _____		<b>School DBN:</b> _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Kristy Parris	Principal		10/24/11
Nakoley Renville	Assistant Principal		10/24/11
Geneva Bowser	Parent Coordinator		10/24/11
Alisa Lifshitz	ESL Teacher		10/24/11
Lisa James	Parent		10/24/11
Arianne Tackney	Teacher/Subject Area		10/24/11
Gail Bishop	Teacher/Subject Area		10/24/11
Sandra Cinkay	Coach		10/24/11
Frank Salisbury	Coach		10/24/11
Lisa Hobson	Guidance Counselor		10/24/11
Joseph Blaize	Network Leader		10/24/11
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 18K208      **School Name:** P.S. 208 - Elsa Ebeling

**Cluster:** 5      **Network:** CFN-531

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

**Part A: Needs Assessment Findings**

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

In addition to mandated parent-teacher conferences and preparation periods, parents or other caretakers have ample opportunities to discuss student progress. To further involve parents, the school will utilize district, community based and other external consultants to train staff and parents on numerous topics such as: EPIC Parent Advocacy, technology, parent/child home programs, developing and implementing workshop series funded through the Title I and other schoolwide programs. Coordinating the efforts of school and district/regional staff as they develop parent involvement activities for all families. Parent workshops are held to disseminate pertinent information and ideas to help ELL students meet the standards.

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

We have noticed the frustration of many immigrant parents due to the lack of understanding because of a language barrier. Parents whose language is other than English, prevent them from taking an active role in their children's education. We feel the need that all pertinent information concerning our academic program needs to be interpreted by teachers and/or paraprofessionals for those parents, in languages other than English.

## Part B: Strategies and Activities

---

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

Translation of our academic programs and of the child's academic performance will help parents better understand assessments and tests given by the Department of Education. Therefore, these parents being better informed can be part of the decision making process involving their children's education. Written translation services will be provided in house by school staff and parent volunteers.

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

By conducting numerous meetings and asking teachers to meet with parents, we discovered that parents of the ELL students did not understand the conversations. Therefore, parents became frustrated because of their lack of understanding and were unable to participate in school activities. Many parents did not even attend various meetings because of the language barrier. Parent involvement is our number one goal in dealing with our ELL families in order for them to succeed academically.

Due to this finding the following interpretation services will be provided for our ELL students if necessary:

1. Oral translation at the parent orientation session.
2. Oral translation at P.T.A. meetings if necessary.
3. Oral interpretation when the principal, guidance counselors or teachers need it.
4. Use of translators to make phone calls to parents when there is a need.

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

1. Our school will provide each parent who speaks another language and who requires language assistance services with written notification of their rights regarding translation and interpretation services. They will also be instructed on how to obtain such services.
2. Our school will post in the lobby next to the main entrance, a sign in different languages indicating the room where a copy of the written notification can be obtained.

## 2011-12 Comprehensive Education Plan (CEP): Appendix 8

### Title III Supplemental Program for ELLs

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 as well as reduced class-size, and/or push-in services.
  - 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.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: P.S. 208K - Elsa Ebeling	DBN: 18K208
Cluster Leader: Joseph Blaize	Network Leader: Joseph Blaize
This school is (check one):    ✳conceptually consolidated (skip part E below) ●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): ●Before school      ✳After school      ✳Saturday academy      ●Other:
Total # of ELLs to be served: 24 Grades to be served by this program (check all that apply): ●K    ●1    ✳2    ✳3    ✳4    ✳5 ●6    ●7    ●8    ●9    ●10    ●11    ●12
Total # of teachers in this program: 3 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 1

## 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: Public school 208's Title III Afterschool Literacy Institute is designed to supplement instruction for English Language Learners. The program was developed to increase English proficiency and literary skills among ELL's. The Title III program helps to increase instruction in literacy and language development. The ESL Teacher is NYS certified and licensed to teach ESL.

The Title III Afterschool Literacy Institute will target ELL's in grades 2,3,4,5 and provide instruction on Tuesday's and Wednesday's from 3:15 p.m. to 5:15 p.m. A licensed ELL teacher and two classroom teachers will collaborate on instruction and lesson planning. Instruction will be provided to beginning, intermediate and advanced ELL students in balanced literacy and English language skills. The emphasis of the program will be based on standard based instruction using the workshop model. The students will be involved in activities using the Imagine Learning English program. ESL techniques will be utilized in shared reading, guided reading, read-aloud, modeled writing, independent writing, vocabulary development and phonemic awareness. There will be 24 ELL students served by this program. The Program will run from January 3rd through February 15, 2011 and 4 Saturdays in March. The Language of Instruction will be English.

The students that were selected for this program were selected using the data from their NYSELAT scores. The data revealed when improvement was needed in listening, reading, speaking, or writing. There will be five groups of students and five teachers based on this data. There will be a Newcomer, Beginning, Intermediate and Advanced grouping. The supervisor will assist in the set up of the computer part of the instruction, making sure the computers are functioning and ready for use. She will help with supply distribution, dismissal as well as bus scheduling.

The Imagine Learning English program will be incorporated into the after-school program. Students will have the opportunity to use computers to enhance their reading, writing, speaking and listening skills. The program automatically assesses student performance and adapts instruction to the individual student.

Students will meet in their assigned classrooms for one hour of literacy instruction. The lesson should start out with a read-aloud. The teacher chooses text from the library that develops skills and concepts

## Part B: Direct Instruction Supplemental Program Information

that he/she is working on with the class. Shared reading would take place. The teacher chooses texts from the library that are more challenging for the students. Students join in, although they are slightly behind the teacher as he/she reads. The texts support the skills and concepts that he/she is working on with the class. The teacher does a mini-lesson. Students will be engaged in small group literacy activities designed to support their instructional needs. Some of the activities are listening comprehension, reading comprehension, fluency, phonemic awareness, word study, integrated vocabulary, partner reading, and explicit comprehension strategies.

The lessons taught to the ELL student will focus on reading skills, such as main idea, finding details, summarizing, fact/opinion, comparing, contrasting, drawing conclusions, cause/effect, character analysis, sequence of events and author's purpose. Comprehension strategies will also be taught. Students will learn to use questions to clarify unfamiliar ideas. They will learn to use context clues and text evidence to open the door for new concepts and vocabulary. Students will learn how to monitor comprehension (keeping track of their thinking as they read.) Students will have opportunity to practice these strategies during the reading lessons taught.

ELL students will work in the computer lab for one hour using the Imagine Learning English program. Each ELL student will work at his/her own pace. The lessons that the students will work on are vocabulary, nouns, verbs, adjectives, adverbs, listening comprehension, conversation (phrases), songs and charts, phonemic awareness, letter recognition and reading fluency and comprehension. The Imagine Learning English program provides targeted first language support for English learners by translating key vocabulary words customizing activities and using L1 fade technology. This technology provides language support as needed, which gradually fades as the student progresses. Imagine Learning also provides reports, certificates of achievement and letters for parents in their primary language, so families can stay involved in their children's progress.

Student's progress is continually monitored and assessed. Easy to read True Data reports and graphs provide real time data for teachers, parents and administrators to review. The Imagine Learning English program helps develop emergent literacy skills. It helps strengthen phonemic awareness. It helps the ELL student recognize and read sight words and decodable words. It also helps to practice fluency by echo reading. This program strengthens listening skills by having the student listen and respond to a story. This program helps the ELL student expand their vocabulary by practicing new words in a variety of contexts. With the Title III funds we will purchase licenses and headphones for each individual student.

Parents of ELL's will have the opportunity to participate in the Imagine Learning English staff development. They will be instruction on how to use the program and given sample activities that their

## Part B: Direct Instruction Supplemental Program Information

children will be doing. They will be informed about the assessments their children will be given. They will be instructed on how to interpret the data that will be sent home. Title III afterschool programs will begin January 4, 2011 and proceed through February 16, 2011.

Saturday Test Prep Academy will target ELL's in grades 3, 4, 5 and provide students with instruction in literacy and math. This will take place on three Saturdays: March 10, 17, 24 from 9:00 a.m. to noon. This Saturday Test Prep Program will assist ELL's in practicing and reinforcing basic math and literacy skills. The Saturday Test Prep Program will be used to scaffold the ELL's learning and move them into higher levels of literacy and math achievement on the State tests.

For the ELA component of the program, we will be using the book, Reading Trends by Abrams and Kaplan Advantage. For the math component, we will be using NYS Coach, Math and NYS Progress Coach by Triumph Learning.

During the literacy part of the program, teachers will adapt ESL techniques to read-aloud, shared reading, guided reading, accountable talk, modeled writing, vocabulary development and independent writing. Literacy test prep will focus on the language skills of listening, speaking, reading, and writing. During math test prep, the use of hands on activities and manipulatives will help the ELL succeed on the State tests.

## 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: Professional Development will be presented by the ELL teacher. Participants in the professional development will include the afterschool teachers of ELLs. The ELL teacher will demonstrate successful methodology and ESL techniques to increase English proficiency and language development. The workshops will include the use of the computer based, Imagine Learning English program. Teachers will be trained in the use of this program as well as parents.

There will be three afterschool Professional Developments that will take place from 3:15 – 5:15 p.m. The dates are January 2, 2012, January 23, 2012 and February 13, 2012. The first Professional Development will include a preview of materials used with the balanced literacy component of the program. The workshop is titled ESL Techniques to Increase Language Development presented by the

## Part C: Professional Development

ESL teacher. Teachers will familiarize themselves with the materials used. We will be using the Apple Tree Workbooks, STARS program, Taking the High Road to Reading, Writing and Listening, Goodman's Five-Star Activity Books (mechanics, writing, reading comprehension, fiction and non-fiction and Listen, Read and Write Go For It. Teachers will use these materials to create lessons aligned with the ELL and ELA standards. These materials were selected to increase understanding for the ELL student in listening, reading, writing, and speaking.

The ESL techniques that the teachers will use and provide are visuals, props, body language, speech modifications such as repetition and pauses during speech.

- Sufficient wait time for student responses
- Cooperative learning
- Development of reading strategies such as mapping and writing to develop thinking skills
- Authentic meaningful learning opportunities
- Ample opportunities for students to develop meta-cognitive strategies
- Scaffolding of content and materials to reach learners at all levels. Teachers will use visuals, props, Gestures and body language or speech modifications and increased wait time to help the ELL student succeed.
- All students in the program are able to identify lesson content. The lessons' objectives and instructions should be listed step by step for the ELL learner.
- The desk arrangement in the room should allow for cooperative learning strategies and group work.

On January 23, 2012, the Professional Development session will be titled, Using the Imagine Learning English Program to help ELL students succeed. This Professional Development will take place in the computer lab. It is to be presented by the ESL teacher and a representative from the company. ELL parents will be invited to attend. The training agenda will feature, assessment of student and teacher needs, set up of program, sample student session from student menu, activity menu, teacher guide, review questions and answers and entering students from class lists.

The ELL student using this computer program will be actively engaged in lessons to reinforce vocabulary, listening, comprehension, conversation, songs and chants, phonemic awareness, letter recognition and

### Part C: Professional Development

reading fluency and comprehension.

On February 13, 2012 the Professional Development will be titled, Looking at Progress and Analyzing Assessments from the Imagine Learning English Program. This will be presented by the ESL Teacher. During this professional development teachers will analyze the individual summary report for each student in their afterschool class. The curriculum progress graph will be analyzed. It shows the number of lessons the ELL student has completed out of the total number of lessons taught in each curriculum area. The vocabulary words chart compares how many words the ELL student has mastered versus how many words the ELL student has been taught. The skills table lists the skills taught in each curriculum area and how any items were mastered versus how many were taught.

The Curriculum Progress table details how the student in each curriculum area, is progressing including lesson number, date, skills taught and whether or not the skills were mastered.

Analyzing these reports for the ELL student is critical in helping to drive instruction. It gives the teacher an idea, on what to focus upcoming lessons on. The Imagine Learning English program is an ongoing program also available in the ELL student's classroom.

The total cost from the Title III Funding will be \$571.98. The cost for two teachers at 6 hours each training rate will be \$272.64. The ESL teacher at 6 hours per session will be \$299.34. The ESL teacher is licensed and certified in Tesol.

### 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 of the ELL population will have the opportunity to participate in the Imagine Learning English workshops. This will help them increase their literacy, computer knowledge and awareness of what their children are doing in school. They will be given information on ESL activities they can do at home with their children.

There will be three parent workshops. On January 23, 2012, from 3:15 to 5:15 parents will be introduced to the Imagine Learning English Computer Program. They will use sample programs that their children

**Part D: Parental Engagement Activities**

are using. The parent workshop will show the method of instruction used in the program. It will focus on how the program meets the educational needs of the ELL student and how the program will help the child learn English and meet academic achievement standards.

On February 13, 2012 from 3; 15 – 5:15 parents will be invited to the workshop, Looking At Progress and Analyzing Assessments from the Imagine Learning English Program. They will look at the Individual Summary Reports for their child and the progress charts will be analyzed and explained. This will help the parent give additional support to their children at home. Additional reading packets will be given out for practice at home.

On February 27, 2012 there will be a parent workshop, “How can you Continue to Help your Child at Home to Achieve Reading Success?” Parents will get tips to help their child. Some of suggestions would be: set aside a time and place for homework, understand the importance of English language skills, communicate with teachers (use of translators), model learning (one of the greatest ways to help their ESL child learn English is by attempting to learn English themselves), read regularly to your child and go online for resources. There will be no additional costs from Title III funding for these workshops.

**Part E: Budget**

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <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>	- 00000	
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional</li> </ul>		

**Part E: Budget**

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
materials. <ul style="list-style-type: none"><li>• Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		