



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 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
Kristy Parris	*Principal or Designee	
Arianne Tackney	*UFT Chapter Leader or Designee	
Donna Rose	*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	
Sylvia White	Member/Parent	
Karen Zamour	Member/Parent	
Dianne Backus	Member/Parent	
Silvia Champagne	Member/Parent	
Trevor Wyatt	Member/Parent	
Leslianne McShine	Member/Parent	
Cordell Herdsman	Member/Assistant Principal	
Francis Salisbury	Member/Teacher	
Queen Asemota	Member/Teacher	

Judith Mockler	Member/Teacher	
Sandra Cinkay	Member/Teacher	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

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 2013, 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 data on the New York City Progress Report for student performance and student progress a need is shown to improve students' performance in ELA.
 - Reading Tracker data which posts students' Fountas and Pinnell reading levels provides evidence that additional supports are needed to assist students in making progress in reading.
 - These data indicate that Students with Disabilities (SWD) and English Language Learners (ELL) are performing lower than the General Education students indicating a need for additional support.

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) key personnel 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.
 - Teachers are implementing a systemic plan for the delivery of comprehension strategies monthly.
 - Teachers will use reading strategies embedded in Lead 21 Program daily.
 - Teachers examine student work through the Inquiry Team in order to focus on the skills and strategies that the students need for improved performance, Sept. to June.
 - A consultant will provide professional development for teachers in comprehension strategies to impact student outcomes, September to June.
 - Academic Intervention Services will be provided to small groups during an Instructional Block during the school day, during Extended Day and /or in afterschool or Saturday programs, Sept. to June.
 - The Network ELA Coach is providing professional development around CCLS for teachers, October to May.
 - Teachers will use online programs to provide additional supports to SWD and ELL students, Sept. to June.
 - Teachers with teaching artists will provide instruction in the theatre arts to improve students' fluency in reading, January- May.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

- 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 (Reading Tracker).

Budget and resources alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

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

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

- Resources to support literacy instruction have been purchased –Lead 21 anthologies and Study Island for selected classes and grades.
- Title III –afterschool ELL Program
- Title III-Saturday Test Preparation Program
- Title III-Imagine Learning web based program
- Town Hall Theatre Program

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 2013, students in grade 5 will demonstrate progress toward achieving state standards as measured by a 2% increase in students' scoring as 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.

Based on student performance on the 2012 NYS Math Test grade five has been identified for improved performance based on the scores as grade four students.

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) key personnel 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.
 - Teachers will provide instruction in the skills and strategies embedded in the Envisions Mathematics Program daily.
 - The Math Cluster will provide teachers with materials to meet the needs of the diverse learners in their classrooms, Sept. to June.
 - Teachers will provide instruction in the skills and strategies needed to accurately address CCLS questions using samplers from engageny.org, Sept. to June.
 - Teachers will use online programs to provide additional supports to SWD and ELL students, Sept. to June.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
 - 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.

- Resources to support math will be provided to parents and made available online.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

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

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
 - Resources to support math instruction have been purchased –Envisions Math Program and Study Island for selected classes and grades.
 - Title III –afterschool ELL Program
 - Title III-Saturday Test Preparation Program
 - Title III-Imagine Learning web based program

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, 2013, students in grades 3, 4, and 5 will be able to complete two literacy tasks 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.

Reading Tracker was used to identify students in need of making progress in literacy skills.

The collection and analysis of student writing samples indicates a need for focused lessons on writing and responding to prompts.

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) key personnel 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.
 - Teachers will provide instruction in the Units of Study according to the curriculum for their grade in literacy (September-June).
 - AIS will be provided by classroom teachers and out of classroom teachers during Instructional Block, Extended Day, after school programs and Saturday Test Preparation Programs (September-June).
 - Teachers will provide instruction in the Units of Study for which CCLS tasks will be administered (November-May).
 - Teachers will provide instruction using anchor benchmark writing samples aligned to CCLS (November-June).

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). 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 the use of ARIS Parent Link.
 - Online resources will be made available to parents.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
 - Student materials purchased to support CCLS instruction
 - Saturday Tutorial
 - ELL Saturday Test Preparation
 - Afterschool Inquiry Team Work

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 2013, parent involvement will increase by 5% as evidenced by increased parent attendance at Parent Teacher Association meetings, more parent volunteers at school wide 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.

Data from PTA meetings, parent workshops, Curriculum Night and parent conferences indicate a need for increased parental participation for achieving improved student outcomes.

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) key personnel 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 (September-June).
- Study Island will be available for students' use at home and at school.
- School will partner with Brooklyn Arts Council and American Ballet to sponsor cultural experiences for families (Jan.-May).
- 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 will be used as a tool to report most current information for parents (ongoing).
- School will distribute Parent surveys and questionnaires to identify parental needs, concerns and interests Nov.-June).
- PTA will provide email correspondence to keep parents informed (Oct.-June).
- Learning Leaders will work to support classroom teachers (Oct.-June).

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). 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 will be used as a tool for most current information for parents (ongoing).
- Parent surveys and questionnaires.
- Email correspondence by PTA.

Budget and resources alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 Tax Levy Title I _____ Title IIA Title III _____ Grants _____ Other

If other is selected describe here:

- Title I Parent Involvement, 1%-communications between schools and families, software for student /parent engagement
- Title III
- Fair Student Funding
- PTA funding

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
 - Partner with NYC Learning Leaders Program
 - Cornell Nutrition Workshop
 - Brooklyn Arts Council
 - American Ballet Company

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 2013, we will increase the use of technology by 5% to support the needs of diverse learners.

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.

Student results using online assessments, Study Island and Performance Series, indicated a need to improve students' ability to read and respond using digital texts.

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) key personnel 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.

- Teachers will provide instruction using a web based student program, Study Island, which may be used at school and at home (Sept. –July).
- Teachers will provide instruction using Imagine Learning software to support English Language Learners (Oct.-June).
- Teachers will increase the use of available technology to prepare students to read and respond digitally (Oct.-June).

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). 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.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

- Title I
- Title III
- Fair Student Funding
- PTA funding
- RESO A funding
- Council Member's funding

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
 - Cultural After School Adventures Program (CASA)-funding provided by local council member for enrichment program in technology

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Quick Reads	Small group instruction	During the school day
	Passport Voyager	Small group instruction	During the school day
	Repeated readings	Small group instruction	During the school day, after school
	Reading Trends	Small group instruction	During the school day
	Buckle Down	Small group instruction	
	Best Practices	Small group instruction	After school
	Words Their Way	Small group instruction, One to One tutoring	During the school day, after school
Mathematics	Measuring Up to the NYS Learning Standards	Small group instruction	During the school day
	Mastering the Standards	Small group instruction	During the school day
	NYS Coach(Primary)	Small group instruction	During the school day
	NYS March to March	Small group instruction	During the school day

	Workout		
	Buckle Down	Small group instruction	After school
	Math Steps	Small group instruction	After school
	Summer Leaps	One to one	During the school day, after school
Science	Measuring Up to the NYS Learning Standards	Small group instruction	During the school day
	Repeated readings	Small group instruction	During the school day
Social Studies	Repeated readings	Small group instruction	During the school day
	NYS Document Based Questions	Small group instruction	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Individual Counseling	One to one	During the school day
	Crisis Counseling	Small group	During the school day
	Social Skills Training	Small group	During the school day
	Anger Management	Small group, one to one	During the school day, after school
	Peer Mediation	Small group	During the school day, after school

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

- 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.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 D. Maldonado /J. Blaize	District 18	Borough Brooklyn	School Number 208
School Name P.S. 208 - Elsa Ebeling			

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

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

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

D. School Demographics

Total number of students in school	557	Total Number of ELLs	29	ELLs as share of total student population (%)	5.21%
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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 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].)

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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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 #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In	1	1	1	1	1	1								6
Total	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
TOTAL	0													

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

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
TOTAL	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:	Other:
Native American: ____	White (Non-Hispanic/Latino): ____

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
TOTAL	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 tht the ELLs are evaluated in their ntive 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.

d. Describe your plan for Long-Term ELLs (completed 6 years). For long-term ELL's the ESL teacher works with the classroom teacher to see where most help is needed. The results of the interim assessment and the NYSESLAT score is used to drive instruction.

Describe your plan for ELLs identified as having special needs. Students with special needs are given the mandates on all tests. They are 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.

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 given at the school (eg. afterschool, extended day, SETSS, AIS Services).

6. What instructional strategies and grade-level materials do teachers of ELL-SWDs used that both provide access to academic content areas and accelerate English language development?

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 gives visual, verbal and tactile learners the opportunity to apply their strengths when learning.

Total Physical Response is used. This is when teachers interact with students by delivering commands, and students demonstrate comprehension through physical response. Students are not expected to respond orally until they feel ready. This strategy involves little or no pressure to speak.

A. Programming and Scheduling Information

Whole Language Approach is used. linguistic, cognitive and early literacy skills are developed in an integrated fashion. Instructional Strategies for a Whole Language Approach include the four language skills of listening, speaking, reading and writing.

Visual displays are used in lessons and assignments to support the oral or written message. Flow charts, maps, graphs and pictures are used to demonstrate relationships between words and concepts. venn diagrams, T-charts, story maps, time lines, demonstrations and captioning are used in the classroom. Labeling items in the classroom will assist ELL and Students with Disabilities (SWD's) in the identification of items and in relating them to written words. Music and charts are used in the classroom. These activities are motivating for students and assist in reinforcing and revisiting content and concepts while acquiring English pronunciation and intonation patterns. Jazz chants are rhythmic expressions of standard English as it occurs in situations through the use of music or rap. Jazz chants improve intonation, vocabulary and grammar development.

Cooperative Learning, Think/Pair/Share and Choral Reading give students the opportunity to think, discuss and write about topics related to what they have read.

Teachers of ELLs and SWD use role playing. Students can demonstrate comprehension of a story by role play through retelling, visuals and props.

The Leap Frog computer program is used by students for vocabulary and reading comprehension. The Imagine Learning English computer program is used for listening, reading, writing and speaking skills. Each child receives differentiated instruction. The program is designed to adapt to the individual needs of the student. The Smart boards in the classrooms are interactive and have visual aids for the ELL and SED student.

The ESL teacher articulates with the school-based support team to ensure that ELL-SWD's receive all services mandated on their IEP's. The ELL-SWD receives time modifications on tests. A copy of the IEP is given to the ESL teacher. The ELL-SWD's may need a scribe on tests, which is provided. The ESL teacher will meet with the parents of the ELL-SWD student to make sure the students receive the appropriate program that the parent selected.

7. How does your school use curricular, instructional and scheduling flexibility to meet the diverse needs of ELL-SWD's within the least restrictive environment?

The general education classes and special education classes are taught the same reading strategies each month. There is a team effort between the classes, Special Education students are mainstreamed into general education classrooms for different subjects. This provides the students with increased access to and participation in the general education curriculum. Collaborative Team Teaching classes address the needs of the ELL - SWD by offering a wider range of instructional alternatives.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

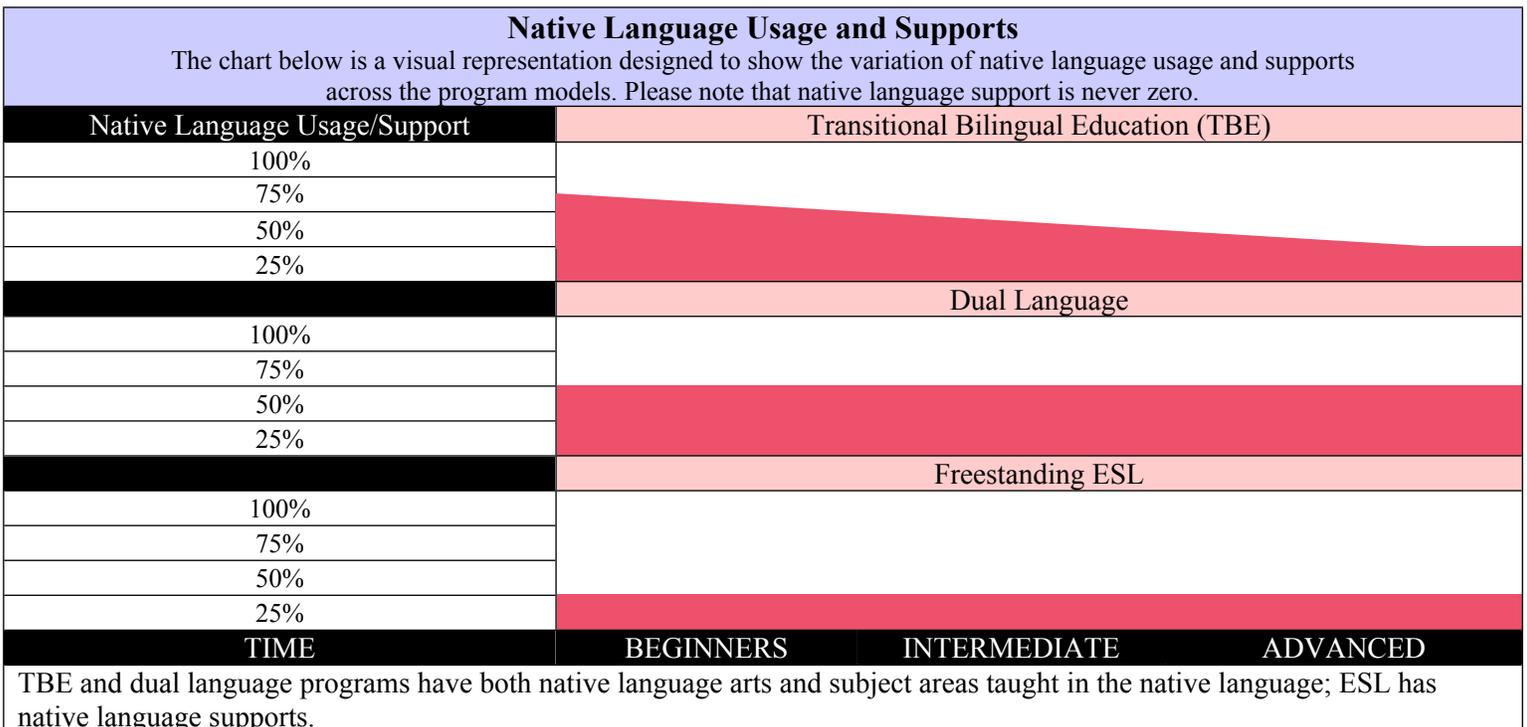
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				

Science:	

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	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
FOR TBE /DL PROGRAMS: 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
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

Paste response to questions 8-17 here

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

We offer native language support for the ELL's. The support that we offer are glossaries for each student in their native language. Translators are available to parents of ELL's. Storybook are available in English with the students native language on the bottom of each page. The Imagine Learning English program gives newcomers the directions to the program in their native language. We help the ELL by scaffolding instruction so they understand comprehension. We provide extra support by using visuals, graphic organizers and realia.

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

Intervention services are offered in English. There is AIS Reading, Math and SETSS.

The targeted intervention programs for ELL's in ELA and math are the AIS Literacy program, AIS Math program, ELL Saturday Test Prep, ELL-Afterschool program, that encompasses technology by using the Imagine Learning English Instruction. These programs provide small group instruction. Lessons are targeted to the students weaknesses and strengths on the NYS tests as well as the NYSESLAT and ELL Interim Assessments. ARIS reports are analyzed to help each individual student. Modeling is provided during the lessons. Scaffolding is used in the lesson.

These are targeted intervention programs in reading and math. The programs are offered in English. ELL students that are performing below level in reading and math are invited to extended day, Saturday test prep, and academic intervention services in the classroom during the day. The math coach and reading coach work with the students in small groups in the classrooms. The targeted intervention for science, is having students work in small groups on hands-on science experiments, the targeted intervention for social studies, is working on group projects using maps, class trips and presenting assignments as a group with everyone taking aprt. The ELL student has a buddy that he/she works with.

9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT. Students are still seen by the ESL teacher for 2 years after they have achieved proficiency.

Students reaching proficiency on the NYSESLAT still will receive testing accomodations on all State tests given for two additional years. These students are still part of the Title III Afterschool program, Saturday Test Prep and Extended Day programs. They receive instruction in ELA using ESL techniques and methodologies. The classroom teacher confers with the ESL teacher for additional help with the ELL student. Information is given to the classroom teachers on providing instruction for the ELL student. Classroom teachers also attend the staff development sessions.

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

The new program that is being considered for the school year is the Imagine Learning English computer-based programs. The new program for the upcoming school year is the Saturday ELL Test Prep Program. This program will meet for four Saturdays to help the ELL students achieve academic success when they take the NYS exams. There will be a literacy as well as a math program.

11. What programs/services for ELLs will be discontinued and why? All of our services will remain the same for 2010-2011.

12. How are ELL's afforded equal access to all school programs? Describe afterschool and supplemental services offered to ELLs in your building. The Project Read program is open to all ELL students and the rest of the school population. The ELL afterschool program is open to ELL's in K-5.

All ELL students are held to the same high academic standards as our monolingual students. All ELL students participate in a 100 minute literacy block, which incorporates the components of a balanced literacy program including read alouds, shared reading, word study, guided reading, independent reading, partner reading and writing workshop. All ELL's are invited to all after-school activities both academically and recreational. They are included in all of the programs (eg. Chorus, Saturday Test Prep, SEM Enrichment programs).

The Title III ELL Afterschool Institute was designed to supplement instruction for English Language Learners. The program was developed to increase English proficiency and literacy skills among ELL's. This program helps to increase instruction in literacy and language development. Instruction will be provided by a licensed and certified ESL teacher 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, vocabulary development and phonemic awareness.

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.

Parents of ELL's have the opportunity to participate in the Imagine Learning English Staff development. They will be instructed on how to use the program and give sample activities that their children will be doing. They will be instructed on how to interpret the data that will be sent home.

ELL students are invited to all programs available in the school, notification through letters are sent home in their native language. ELLs take part in all after school activities as well as all school activities (ex. G.O., class plays, class trips, extended day, violin residency, prom, senior trip). ELL students receive notices about school activities in their native language from the Parent Coordinator, Ms. Bowser, classroom teachers and the ESL teacher, Ms. Lifshitz. The ELL student is represented in every school activity.

13. What instructional materials, including technology, are used to support ELLs (includes content area as well as language materials; list ELL subgroups if necessary)? The Imagine Learning English program is a technology-based program geared to ELL students in all content areas. There are individualized assessments for the student work.

The content area instructional materials used to support ELLs are NY History and Government-Houghton Mifflin, Science-Harcourt Series, Everyday Math Program, Foundations Treasures Program, Getting REady for the NYSESLAT and Beyond, Leap Frog Program, Oxford Picture Dictionaries, ESL-Scott Foresman textbook. ELL students use dictionaries in their native language to help them with vocabulary. These dictionaries are also available on the NYS tests. The ESL teacher has books in dual languages. Technology programs are Study Island, Imagine Learning English and Starfall.

14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL) There is a Native Language support with reading books that come in both languages. There are translators available to the parents of ELLs.

Native language support is delivered through the use of bilingual glossaries, native language libraries, technology programs (Imagine Learning English) and the buddy system, bilingual glossaries are used during the NYS reading and math test for ELL students.

15. Do required services support, and resources correspond to ELLs' ages and grade levels? Resources like library books, technology programs and workbooks correspond to the ELL's age and grade level.

16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year. Newly enrolled ELL's have a tour of the school when they register. They meet the ESL teacher also.

This will familiarize both students and parents with the school procedures, settings and expectations. A list of names is given to the parent for help in different areas of the school (eg. Parent Coordinator).

17. What language electives are offered to ELLs? There is a Spanish cluster program in our school.

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?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
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.

2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school? Support is given to teachers to help the student transition to middle school. The ESL teacher provides information for different middle schools.

3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P. All staff in school as stated above are given 7.5 hours of training during our Professional Development days. Training is geared to helping the ELLs in the classroom setting.

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
Intermediate(I)					4									4

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

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

1. 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.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. 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?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

1. 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 does 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.

The Fountas and Pinnell assessment shows what reading level the student is on. The student and teacher knows what level books the ELL student be using.

The ECLAS- 2 assessment provides levels for ELL student on vocabulary, sight words, reading accuracy, reading comprehension, oral expression, reading rate and reading expression. There is a writing development and writing expression category. When looking at the results of the quantitative data for writing expression and development this is where the ELL student had difficulty. Some of the ELL students scored level 4 and 5.

ELL students in the advanced and intermediate levels scored between level 5 to 7 on most of the reading categories.

The school uses ECLAS-2, Fountas and Pinnell test to assess early literacy skills. The data shows that the ELL students need additional practice in the writing and reading (Comprehension skills part of the test).

The data helps to inform the school's instructional plan by giving us the level the student is on. It helps us know what reading level the student is on, what books should be provided and how the student comprehends reading material. It gives us an idea of what vocabulary needs to be presented and what the student already knows. It gives us a base on how to provide instruction.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
After reviewing the data from the NYSESLAT and LAB-R tests it revealed that newcomers and beginners in the ESL program need help in all four modalities. To help with this there is a listening center, accountable talk time, computer software and reading materials set up in the ESL room. The classroom teachers are given additional materials to work with the ELL's in their classrooms. As the students progressed there seems to be a pattern that additional help was needed in the reading and writing modalities. Instruction in ESL will include additional reading and writing practices geared to the NYSESLAT test. Students in ESL have writing assignments using the writing process. There is an ELL afterschool program that is geared to reading and writing.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
Lessons are geared to the results of the NYSESLAT test. Data is examined and each student is given extra help in the modalities of listening, speaking, reading and writing. ECLAS-2 and ELA state results are also examined for each student.

All Classroom teachers of ELL, subject area teachers, ESL teacher, Assistant Principals, Principals, Paraprofessional, Special Education teachers of ELLs and Speech Therapists will analyze the results of the NYSESLAT and base instructional decisions on how well the

student did in listening, reading, writing and speaking. This will affect the instruction delivered in each classroom with ELL students. Extra help will be given in the modalities the student is having difficulty in.

The NYSESLAT test will be evaluated by the Reading Coach, Ms. Cinkay, math Coach, Mr. Salisbury, Assistant Principals, Ms. Herdsman and Ms. Renville and the Principal, Ms. Kristy Parris. Students will be grouped according to the results. After evaluating the results, students will be provided with Academic Intervention Services, if needed. Students will be given additional help during Saturday Test Prep and Afterschool. During ESL instruction, they will be given help in all four modalities of listening, speaking, reading and writing. Listening activities are set up in each classroom that has ELLs.

4. For each program, answer the following:

a. 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?

Math results on par with other students in the school. ELA needs improvement for the beginner, intermediate students to get to the advanced levels.

b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.

The teachers are using the results of the ELL Interim Assessment to drive instruction. They focus on the results to see that the students' needs are met. The School Leadership team and teachers use the results of the ELL periodic assessment to drive instruction. The graphs from the results indicate exactly where the students need extra help. This help is given by the classroom teacher, ESL teacher, Coaches and through AIS services.

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

School Name: _____		School DBN: _____	
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

School Name: _____

School DBN: _____

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
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

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.

2012-13 Comprehensive Education Plan (CEP)

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: P.S. 208K - Elsa Ebeling	DBN: 18K208
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 22
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 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 Monday's from 2:30 p.m. to 4:30 p.m. The program consists of eight sessions of two hours each. The two teachers that are working in the program are all highly qualified certified common branch classroom teachers. The ESL teacher has a NYS certification in ESL and has an ESL license. 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 22 ELL students served by this program. The Program will run from January through March 2013 and three 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 NYESLAT 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.

Part B: Direct Instruction Supplemental Program Information

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 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 2013 and proceed through March 2013.

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 in March 2013 from 9:00 a.m. to noon. There will be three teachers in this program. All the teachers are highly qualified certified common branch teachers and the ESL teacher is NYS certified in ESL and holds an ESL license. 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.

Part C: Professional Development

There will be three afterschool Professional Developments that will take place in January, February, and March from 3:15 – 5:15 p.m. 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 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.

The February 2013 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.

Part C: Professional Development

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 reading fluency and comprehension.

The March 2013 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 \$575.46. The cost for two teachers at six hours each at \$22.86 and hour training rate will be \$274.32. The ESL teacher at six hours per session at \$50.19 per hour will be \$301.14. 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.

Part D: Parental Engagement Activities

There will be three parent workshops. During the first workshop in January 2013, parents will be introduced to the Imagine Learning English Computer Program. They will use sample programs that their children 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.

In February 2013, 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.

In March 2013 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"> Per session Per diem 		
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional 		

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.
curricula, instructional materials. • Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		