



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME:** PS/IS 208

DBN : 29Q208

PRINCIPAL: JAMES E. PHILEMY

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SUPERINTENDENT: LENON MURRAY

## 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
James Philemy	*Principal or Designee	
Michael Harris	*UFT Chapter Leader or Designee	
Maryam LaMont	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
Mrs. Tracy Fowles	Member /Parent	
Mrs. Tara Shakur	Member/Parent	
	Member/	
Patrick Dib	Member/Teacher	
Catherine Kilkenny	Member/Teacher	
Sue Friedman	Member/Teacher	
Rachel Thomas	Member/Assistant Principal	
Ilyssa Mandell	Member/Assistant principal	

\*\* 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**

- To improve students' performance and progress in English Language Arts and Mathematics. By June 2012, our students performing in the lowest third quartile will show at least a 2 % gain in performance and progress in the ELA and Math State exams

#### **Comprehensive needs assessment**

- The data shows that our students in the lowest third quartile made 63.0 % progress in ELA and 75% in math on the statewide standardized tests.

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

- a) Incorporate the common core tasks to engage children in ELA and Mathematics.
- b) Focus our instructional practices around the following: Questioning, Students Engagement and assessment.
- c) Provide support in all content areas
- d) Continue with the implementation of the Common Core State Standard.
- e) Utilize the text complexity analysis and mathematical practices as our point of entry into raising the level of rigor in our classrooms. Reinforce mathematical reasoning as a key concept
- f) Circular 6—Implementation of strategies discussed during the inquiry process
- g) Analyze and discuss student work
- h) Give effective and frequent feedback to teachers to strengthen their practices
- i) Revisit components of balanced literacy and monitor pacing – Introduce Treasures/ Anthologies as a new series for grades 3-5. Literature/Anthologies for grades 6-8.
- j) Continue early childhood intervention and targeted professional development program with Reading Recovery teacher and AIS staff – Extended Day Program
- k) Rearrange schedule for accelerated classes to have more periods.
- l) Push-ins and pull-outs in language arts by the social studies teacher
- m) Introduction and continuation of accelerated programs—earth science and algebra for upper grade students
- n) Introduce materials that address a multi-genre and multi-dimensional approach to teaching and learning
- o) Expansion of reciprocal teaching across the grades throughout the school
- p) Use of new science books in the classrooms

**Strategies to increase parental involvement**

- Parent breakfasts to enlighten parents on curriculum in all grades.
- Curriculum Night
- Saturdays Day of Learning for Parents
- Parent coordinator workshops
- Parents on special committees such as Senior committee, trip committee, fundraising activities , School Leadership Team, Parent volunteering program.
- All Pro Dads after school reading program
- Dad's take your child to school day

**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:

Self-Sustaining allocation (donation from PTA)

**Service and program coordination**

- Funds allow us to allocate money to buy books, instructional materials and fund after school remedial and enrichment programs that are aligned with the Common Core Learning Standards. Provide support for teachers through Professional Development, school wide inquiry and the School Academic Leadership Team.

## **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**

- Each member of our administrative team will conduct a minimum of 3 informal visits in the classrooms weekly to give effective feedback to teachers focusing on questioning, student engagement and assessment.

### **Comprehensive needs assessment**

- The Needs Assessment is based on the performance of students, in relation to State academic content and student achievement standards. Given the rigor of the CCLS, teachers have to be prepared to implement the instructional shifts in ELA and Math as part of the school's instructional agenda utilizing the citywide instructional expectations as a frame of reference. An Analysis of the student work on a weekly basis, reveals that there is a need for more rigor in the classrooms.

### **Instructional strategies/activities**

- Participation in Teacher teams—will increase the level of communication and instructional discussion amongst staff, students and parents
- Use one day of the extended time to look at student work
- Review and analyze students' work to see if they are aligned with the standards
- Work collaboratively to develop units of study that are compatible with our teaching resources and aligned with the standards
- Continue to implement the instructional shifts to support the Common Core Learning Standards
- Study groups—continue process of self-selection
- Schedule common prep for grade inquiry and department inquiry and shared activities
- Visitations to other schools to witness exemplary instructional practices
- Develop common assessments to test children's cognitive skills
- Discuss recommendations made to teachers after walkthroughs
- Round About Conferences- Teachers meet with administration to discuss classroom visits and talk about various strategies that provide new insights and implications for teaching and learning.

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

- Parent breakfasts to enlighten parents on curriculum in all grades.
- Curriculum Night

- Saturday Day of Learning for Parents
- Parent coordinator workshops
- Parents on special committees such as Senior committee, trip committee, fundraising activities , School Leadership Team, Parent volunteering program.
- All Pro Dads after school reading program
- Dad's take your child to school day

**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.

  X   Tax Levy           Title I           Title IIA           Title III           Grants      X   Other

If other is selected describe here:

Self-Sustaining allocation (donation from PTA)

**Service and program coordination**

- Funds allow us to allocate money to buy books, instructional materials and fund after school remedial and enrichment programs that are aligned with the Common Core Learning Standards. Provide support for teachers through Professional Development, school wide inquiry and the School Academic Leadership Team.

### **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**

- By June 2012 all children with special needs will show an increase in their performance in both ELA and Math by at least 1 percent.

#### **Comprehensive needs assessment**

- The Needs Assessment is based on the performance of Special Education students, in relation to State academic content and student achievement standards. Given the rigor of the CCLS, teachers have to be prepared to implement the instructional shifts in ELA and Math as part of the school's instructional agenda utilizing the citywide instructional expectations as a frame of reference.
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#### **Instructional strategies/activities**

- . Develop professional development awareness around differentiating instruction using thinking maps, speaking the language of the various curricula.
- Use assessments tailored to strengthen the standards of practice in mathematics and literacy
- All resource specialists teachers will contact parent on performance and progress of every students based on their IEPs.
- All resource specialist teachers will utilize different modalities of instruction to improve performance and progress
- All resource specialists will plan and collaborate with the classroom teachers to reinforce the academic rigor and meet the needs of all students
- Incentives for increased performance and progress will be given regularly to children
- Daily phone message to parents using School Messenger will be placed to monitor attendance and lateness
- All resource specialist teachers will articulate with regular classroom teachers on a consistent basis to maintain the rigor in the curriculum and keep up with the pacing calendars/units of studies
- All resource specialist teachers will participate in on-going professional development geared towards enhancing comprehension strategies to reinforce learning.
- Response to Intervention Team that meets bi-monthly to discuss specific students and intervention plans that may be appropriate for those students.

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

- Parent breakfasts to enlighten parents on curriculum in all grades.
- Curriculum Night

- Saturdays Day of Learning for Parents
- Parent coordinator workshops
- Parents on special committees such as senior committee, trip committee, fundraising activities, School Leadership Team, Parent volunteering program.
- All Pro Dads after school reading program
- Dad's take your child to school day
- Parent workshops on Special Education reform

**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.

X  Tax Levy      Title I      Title IIA      Title III      Grants     X  Other

If other is selected describe here:

**Service and program coordination**

- Funds allow us to allocate money to buy books, instructional materials and fund after school remedial and enrichment programs that are aligned with the Common Core Learning Standards. Provide support for teachers through Professional Development, school wide inquiry and the School Academic Leadership Team.

### 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	<ul style="list-style-type: none"> <li>• Wilson</li> <li>• Reading Recovery</li> <li>• Study Island, Riverdeep, Destination Reading, ACUITY, Performance Series,</li> <li>• Practice to Practice after school</li> <li>• Coach Enrichment group- small group</li> <li>• Content area teachers</li> <li>• Content area teachers</li> <li>• Circular 6</li> <li>• Extended day- small group instruction</li> <li>• Differentiated instruction by grade</li> <li>• Collaborative Inquiry-based Teacher Teams</li> <li>• Use of computer program to strengthen vocabulary building and writing skills</li> </ul>	<ul style="list-style-type: none"> <li>• Small group instruction</li> <li>• 1 to 1 instruction</li> <li>• Small group or whole class</li> <li>• Enrichment/tutoring. Small groups</li> <li>• Small group</li> <li>• Whole class</li> <li>• Small group</li> <li>• Small group</li> <li>• Small group</li> <li>• Whole class and small group</li> <li>• Small group</li> <li>• Whole class and Small group</li> </ul>	<ul style="list-style-type: none"> <li>• During the school day</li> <li>• During the school day</li> <li>• During the school day</li> <li>• Three times a week after school hours</li> <li>• During the school day</li> <li>• instruction during the school day</li> <li>• Push in during the school day</li> <li>• Pull out during the school day</li> <li>• Instruction during teachers' weekly sixth preparation period</li> <li>• 2:40pm-3:17pm- three days per week</li> <li>• Daily</li> <li>• Twice a week after school hours and once during the school day</li> <li>• During the school day</li> <li>• During the school day and after school hours</li> </ul>
Mathematics	<ul style="list-style-type: none"> <li>• Use of various computer programs that place emphasis on problem solving strategies and</li> </ul>	<ul style="list-style-type: none"> <li>• Small group</li> </ul>	<ul style="list-style-type: none"> <li>• Extended day 2:40pm-3:17pm</li> </ul>

	<ul style="list-style-type: none"> <li>number sense</li> <li>Content area push in/ pull out</li> <li>Practice to practice after schools</li> <li>Collaborative Inquiry-based Teacher Teams</li> </ul>	<ul style="list-style-type: none"> <li>Whole class and small group</li> <li>Reduced size group</li> <li>Small groups</li> </ul>	<ul style="list-style-type: none"> <li>During the school day</li> <li>After school and Saturdays</li> <li>During the school day</li> </ul>
Science	<ul style="list-style-type: none"> <li>Taught through Literacy using computer based programs such as Riverdeep, Acuity</li> <li>Explorations at Alley Pond Park Exploration Center</li> <li>Collaborative Inquiry-based Teacher Teams</li> </ul>	<ul style="list-style-type: none"> <li>Whole class and small group</li> <li>Whole class</li> <li>Small group</li> </ul>	<ul style="list-style-type: none"> <li>Extended day 2:40pm-3:17pm</li> <li>During the school day</li> <li>During the school day</li> </ul>
Social Studies	<ul style="list-style-type: none"> <li>Taught through Literacy using computer based programs such as Riverdeep, ACUITY,</li> <li>Country of the month</li> <li>State of the month</li> <li>Collaborative Inquiry-based Teacher Teams</li> <li>Use of software that reinforce the thinking skills</li> </ul>	<ul style="list-style-type: none"> <li>Whole class and small group</li> <li>Whole class</li> <li>Whole class</li> <li>Small group</li> <li>Whole class and small group</li> </ul>	<ul style="list-style-type: none"> <li>Extended day- 2:40pm-3:17and1/2 pm</li> <li>During the school day</li> <li>During the school day</li> <li>During the school day</li> <li>During the school day</li> </ul>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> <li>Conflict resolution</li> <li>Mediation</li> <li>Individual counseling</li> <li>Group counseling</li> <li>Guidance Intervention / Character education</li> <li>Peer Mediation</li> <li>Tolerance Days/Weeks</li> </ul>	<ul style="list-style-type: none"> <li>At-risk services consist of games and other activities that are designed to treat the emotional, social, and behavioral problems of children. These services are implemented on an individual and/or group basis</li> </ul>	<ul style="list-style-type: none"> <li>Services are provided during the school day</li> <li>During the school day</li> </ul>

### 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.

We follow the guidelines for recruitment based on Collective Bargaining and NYC DOE guidelines. We collaborate with CFN 2.05 in order to attract and hire highly qualified teachers. In instances where we need teachers in shortage areas such as Science and Math, we attend hiring halls and recruitment fairs.

We provide ongoing Professional development that is on house as well as Professional development opportunities offered by our network 2.05. Teacher teams meet weekly to discuss implications for teaching and learning and the sharing of best practices. To ensure that there is a culture of collaboration; teachers have lateral and vertical planning time. Teachers have inter-visitations during the school day and are provided with the appropriate tools and technology to perfect their craft.

**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.

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**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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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 [?](#).

## Part I: School ELL Profile

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

Cluster Leader/Network Leader <b>Charles Amundsen</b>	District <b>29</b>	Borough <b>Queens</b>	School Number <b>208</b>
School Name <b>type here</b>			

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

Principal <b>James Philemy</b>	Assistant Principal <b>Ilyssa Mandell, Rachel Thomas</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Zipora Cysner</b>	Guidance Counselor <b>Suze Meisel</b>
Teacher/Subject Area <b>Mary Sweeney/ Reading Recovery</b>	Parent <b>Cherise Parson</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Debral Mason</b>
Related Service Provider <b>Laura Scarborough</b>	Other <b>type here</b>
Network Leader <b>J.Joyner-Wells/M. Pisacano</b>	Other <b>type here</b>

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

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

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

### D. School Demographics

Total number of students in school	<b>720</b>	Total Number of ELLs	<b>15</b>	ELLs as share of total student population (%)	<b>2.08%</b>
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## Part II: ELL Identification Process

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

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

Paste response to question 1-6 here

1. The Home Language Identification Survey is administered to all students enrolled. They are given an informal oral interview in English and their native language by the secretary, the ESL teacher, administrators and other trained bilingual staff. The HLIS is given in translated versions when necessary and the LABR is administered by the certified ESL teacher within the first 10 days of registration to determine ESL eligibility. Each year, our ELLs performance on the NYSESLAT and LAB-R are evaluated to determine proper placement and instruction. Instructional decisions are made based on students' NYSESLAT and LAB-R results. Both the instructional hours and instructional skills are determined based on individual students' performance on these exams. The LAB-R is administered when necessary based on students' Home Language Identification Survey responses. Spanish speaking ELLs in the program are administered the Spanish LAB to determine language dominance. The RLER in ATS is generated to determine which ELLs are eligible for LAB-R and NYSESLAT testing.

2. ELL parent orientations are held (10 days after admission) at the beginning of each year and will continue to be held throughout the year for parents of newly enrolled students. The meetings are conducted by the ESL teacher, parent coordinator and bilingual staff, who are available to translate. The parents sign in and receive an agenda, Parent Survey/Program Selection Forms, and Parent brochures (in their native language if available). They view the translated parent orientation video in their native language, and have an opportunity to ask questions so they understand the three choices of programs available. Parents unable to attend the orientation are contacted by a bilingual staff member or through a translated letter in order to schedule a make-up meeting.

3. Parents of English Language Learners are given translated entitlement letters and translated Parent Survey and Program Selection forms. Bilingual staff are available to translate and all necessary materials are given to parents in their native languages whenever possible. All materials are returned to the ESL teachers in a timely and organized manner. Parents unable to attend are contacted to attend ongoing meetings. Parents sign the selective form after reviewing the video. All of our ELLs have a Parent Selection Form on file.

4. Freestanding ESL is the program offered at PS/IS 208Q, and it has been the request of most of the parents of English Language Learners. During the course of the year, both the ESL and classroom teachers meet with parents during Parent Teacher Conference time as well as other scheduled times to evaluate their needs. Bilingual staff are available to translate during the meetings. Students are given ESL instruction based on their performance on the LAB-R and NYSESLAT tests. Spanish LAB is administered to newly enrolled Hispanic ELLs. Parents are informed in their native language if their children are enrolled in the ESL program. Also students who test out of LABR and NYSESLAT are given translated letters to inform parents.

5. Freestanding ESL is the program offered at PS 208Q and the trend over the years has been that the parents request the ESL program after viewing the translated parent video. If in the future, 15 parents of ELLs speaking the same language request a bilingual or dual language program, we will accommodate their request.

6. All the parents of our 9 ELLs have chosen a Free-Standing ESL program (we have 6 special ed ELLs). If we should in the future have a minimum of 15 parents of students that speak the same language in contiguous grades request a bilingual or dual language program, then we will offer a bilingual or dual language class, based on their requests.

## 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 #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	15	Newcomers (ELLs receiving service 0-3 years)	6	Special Education	6
SIFE	0	ELLs receiving service 4-6 years	2	Long-Term (completed 6 years)	1

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)			Total
All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	12		4	2		2	1			15
Total	12	0	4	2	0	2	1	0	0	15

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

### 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
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

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

**Dual Language (ELLs/EPs)  
9-12**

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_

Asian: \_\_\_\_

Hispanic/Latino:

Native American: \_\_\_\_

White (Non-Hispanic/Latino): \_\_\_\_

Other:

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	3		2	1	1		1						10
Chinese														0
Russian														0
Bengali			2	1										3
Urdu														0
Arabic														0
Haitian	1													1
French														0
Korean														0
Punjabi	1													1
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	4	3	2	3	1	1	0	1	0	0	0	0	0	15

## 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. At PS 208, ESL instruction is delivered in a pull out model. ESL classes are formed based on the ELLs current grade and English language ability. The ESL teacher, licensed and state certified in ESL, provides our ELLs with all instruction in English. Students are grouped heterogeneously by need and grade level, general and special education ELLs, in our pull out ESL instructional program. Where numbers allow, push in instruction is implemented

2. At PS 208, ESL instructional minutes for beginner and intermediate ELLs are 360 minutes and 180 minutes for advanced ELLs as per 154. Also, ELA instruction for advanced ELLs are 180 minutes per week. Each child's schedule is checked to make sure that there are no conflicts with other providers. Attendance is kept daily by the ESL teacher. The schedule is given to administration and the principal and assistant principal observe the ESL classes on an ongoing basis. Administration continually reviews ESL schedules in order to make sure ELLs are given their mandated instructional time.

3. Paste response to questions

Paste response to question  
At PS 208, language instruction is aligned to ESL and ELA standards and core curriculum. All of our students receive differentiated instruction in ELA, math and other content areas. Our ELLs are no exception. We offer our ELLs individualized instruction targeting their English Language needs as well as their curriculum needs towards meeting the NYS and NYC standards. ELLs are given additional support when necessary in ELA, math and other content areas through the use of intervention programs such as Wilson Reading System, RAZ Kids, Headsprout, At Risk SESTSS and summer school. NYS bilingual glossaries are provided, if necessary, to support different content areas to help each child's understanding of the lesson and materials. Instruction always takes into account the first language and culture of our ELLs.

ESL instruction is delivered in a pull-out model. ESL classes are formed based on the English Language Learners current grade and English language ability. A licensed and state certified ESL teacher provide our ELLs with all instruction in English. Students are grouped heterogeneously by need and grade level in our pull-out ESL instructional program. Where numbers allow, push-in instruction might also be implemented. English Language Learners are receiving the New York State mandated ESL/ELA allotted instruction time based on student proficiency levels based on individual LABR and NYSESLAT testing data. Beginning and intermediate level ELLs are receiving 360 minutes of ESL instruction weekly. Advanced level ELLs are receiving 180 minutes of ESL instruction weekly. The ESL program is designed to develop skills in understanding, speaking, reading, writing and communicating in English through the integration of academic content for the students grade level. The ESL program is aligned with mandated ESL/ELA and content learning standards and the core curriculum. All ELLs are taught in English using the following strategies and practices are used for all our ELLs: Tier II vocabulary work, journal writing, drama, poetry, chanting, singing, choral speaking, computer word processing, book making, reader's theater,

## A. Programming and Scheduling Information

cooking and puppetry. Using the workshop model, reading, writing and mathematics skills are reinforced with special attention given to the conventions of grammar and usage. Real-life experiences are provided to increase and encourage the use of English vocabulary. Cooperative learning groups, paired learning, thematic units, Word Walls, graphic organizers, Total Physical Response, teacher modeling and trips are all part of instruction. Scaffolding techniques are always used to facilitate and enhance learning while making the content and language instruction comprehensible for English Language Learners. The following scaffolding strategies are implemented in order to support students' understanding of the academic curriculum: Modeling when introducing a new task, learners need to see or hear what a developed product looks like; Bridging activities access prior knowledge to establish the basis for new information. This includes brainstorming, anticipatory charts and identifying related literature and experiences; Contextualization which refers to putting words in context in order to convey meaning of unfamiliar words using visuals, manipulatives, graphic organizers, and other realia services; Schema building which involves bringing to light the connections that exist between and across concepts and the curriculum. Strategies such as graphic organizers, story mapping, jigsaw procets, etc... help students gain a wider understanding of how concepts fit together; Metacognitive development involves the explicit teaching and learning of strategies that enable students to become autonomous learners ; such as KWL activities; think alouds, and reading with a focus; Text representation which involves taking a known text and changing it for a new purpose using a different genre such as dramatizations, storyboards and post cards. In addition, cooperative learning strategies are very useful in helping English Language Learners improve their listening, speaking, reading, and writing skills. Additional strategies used to facilitate language acquisition are predictable and consistant classroom routines, aided diagrams, lists, and easy to read schedules on the board or on charts to which the teacher refers frequently. Also employed is additional time and opportunities for pracitce, emphasizing vocabulary development by identifying and clarifying difficult words and passages within texts in order to facilitate comprehension, summarizing and paraphrasing text, and always targeting both content and English language objectives.

4. NYS Tests in Math and Science are available in translated versions for ELLs. Spanish LAB is administered to ELLs to determine language dominance. Bilingual teachers and paraprofessionals are available to provide translation when necessary. If students reading levels are assessed, the reading of the text is done in English but the comprehension questions may be given in the child's native language in order to ensure that the child understands the text. In subjects such as mathematics, science and social studies, ELLs have the ability to use content specific glossaries in order to grasp the content and are given the choice to write in their native language which is translated by one of our bilingual paraprofessionals. Word for word translation dictionaries are also given to ELLs and used as further support throughout all subject areas. Classroom teachers work closely with the ESL teachers in order to ensure that assessment data is consistent with knowledge of content area.

5. We differentiate instruction for all of our English Language Learners.

a. We currently do not have any SIFE students. In the event that we do have SIFE students, we will address each student's individual needs. In addition, we will differentiate instruction, focus on students' strengths, administer AIS supports, Wilson, Extended Day services and summer school programs. We also use computer programs such as National Geographic, Avenues, and peer tutoring. Scaffolding strategies to make content comprehensible and bilingual books and support from bilingual staff will be used also. ESL testing accomodations will be implemented.

b. Our newcomers are continually assessed and closely monitored throughout the school year. Based on the students' needs, and abilities, they are given ESL support towards English proficiency as well as meeting the curriculum needs of their grade. All newcomers receive their mandated 360 minutes of ESL instruction each week in order to support their efforts towards success. For our ELLs who must take the NYS ELA after one year, when possibile we give them extra ESL sessions to support them. We also ensure that ESL testing modifications are in place at the time of the standardized exam as well as all exams in preparation for the NYS ELA. Support programs such as AIS, Extended Day, and guidance are also administered as necessary. Peer tutoring is also available if needed. ESL testing accomodations will be implemented .

c. Our plan for ELLs receiving service for 4 to 6 years is once again to follow their required instructional ESL time each week. As we do with our newcomers, we continually assess their English proficiency as well as the curriculum needs in their grade and use this data to drive our instruction and create a safe and effective educational atmosphere for them. As stated above, AIS, RAZ Kids, River Deep, Extended Day, bilingual glossaries, libraries and peer tutoring are available and administered when necessary. Scaffolding strategies, differentiating instruction, small group instruction and computers are used to support ELLs toward English proficiency. ESL testing accomodations will be implemented.

d. Our plan for long term ELLs is to address each student's individual needs. Scaffolding strategies are implemented to make content area subjects comprehensible. In addition, we will differentiate instruction, focus on students' strenghts, administer AIS supports, Extended Day, use computers, and always scaffold curriculum to support and accelerate English language development. ESL testing accomodations

## A. Programming and Scheduling Information

will be implemented.

6. ELL-SWD's are provided instruction which incorporates reading, writing, listening and speaking. In reading all students including English Language Learners who are Special Needs students are given reading instruction and support based on their current reading and writing levels. Instruction is differentiated to include vocabulary and English language support through individual and small group strategy work while ensuring to meet both English Language needs as well as individual IEP goals. Reading workshop instructional practices are incorporated into the writing instruction as well. Students are given support through individual, small group instruction and the use of pictorial representation when applicable. Students are also encouraged to read and write in their native language in order to convey understanding of text (comprehension) and content area skills including Social Studies, Science and Math. Bilingual staff are available to translate when necessary in order to ensure that students are grasping and understanding content. Books in students' native languages are available as are content specific glossaries (math, science, social studies) and translation dictionaries. For mathematics, students are provided with manipulatives and are given the opportunity to show understanding through pictorial, manipulative and native language representation as applicable. ESL teachers meet regularly with classroom teachers in order to share observations, student data and best practices. When appropriate, ESL teachers provide push in instruction as well. ESL teachers work with Special Education and General Education teachers to use books and materials that are aligned to the curriculum and accelerate English language development. Scaffolding strategies are always implemented to make instruction comprehensible.

7. ELL-SWD's are given instruction towards meeting both their English language and IEP goals. Service providers including ESL, speech, SETSS, OT, and PT teachers continually meet with the students' classroom teachers in order to ensure that the students meet curriculum, ESL and IEP expectations. Scheduling of services is done through collaborative efforts to provide ELL-SWD's with mandated services while keeping them in a least restrictive setting as per each child's individual IEP. Push in services are provided when necessary and applicable. Service providers cross check their schedules with one another and the classroom teachers. Schedules are flexible and may be changed as per students' needs based on IEP revisions, ESL testing and individual student goals. All mandated instruction including IEP and ESL instruction is met and documented throughout the year. Records are kept and closely monitored by service providers, classroom teachers and administration through teachers' notes, assessments, observations and SESIS in order to ensure that all ELL-SWD's mandated services are consistent and provide each student with all necessary instruction towards meeting their individual ESL and IEP goals while meeting and/or exceeding standard curriculum expectations or modified promotional criteria where applicable. When appropriate, ELL SWD are picked up together with general education ELLs.

Please note in Courses Taught in Languages Other than English (Below):

PS 208Q does not currently offer any courses in other languages.

L

### 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

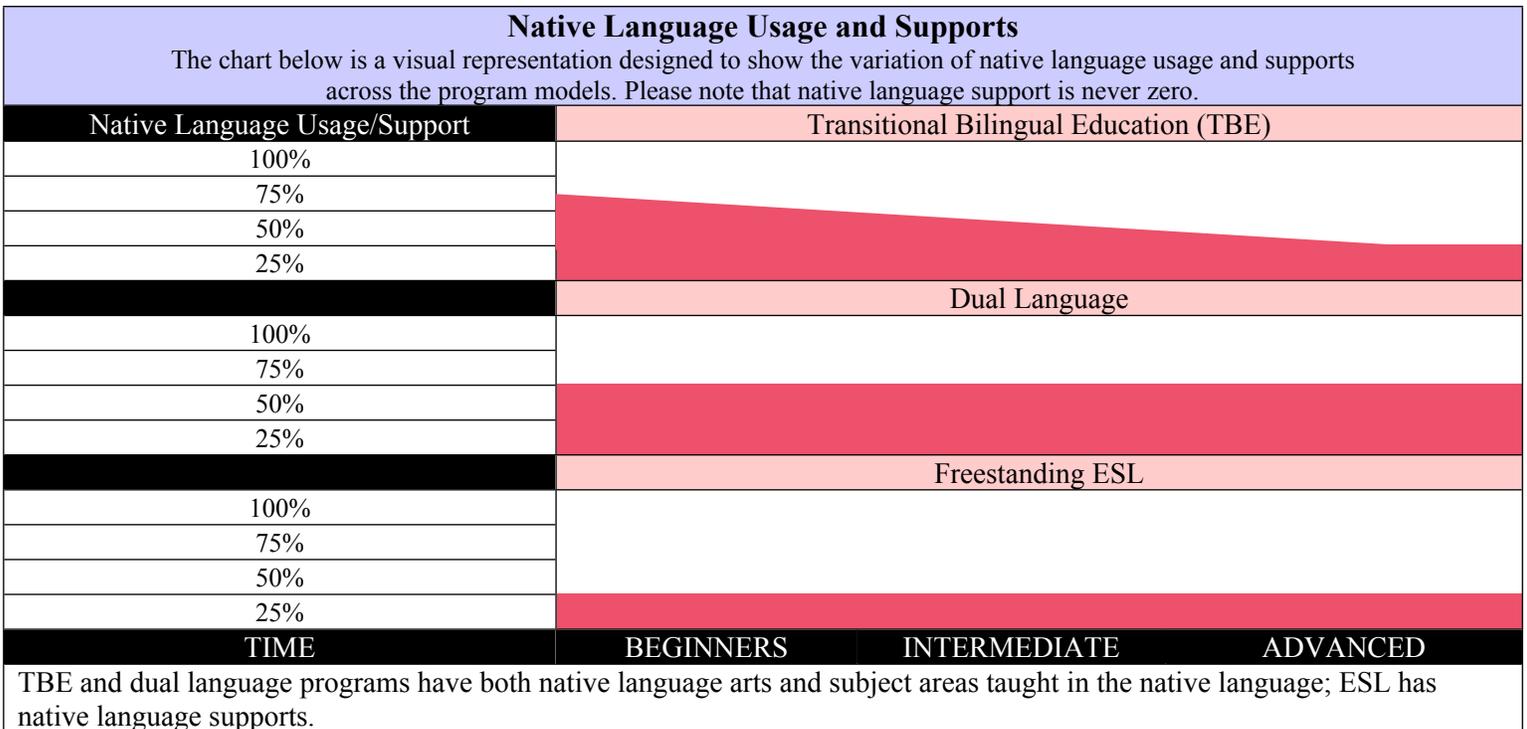
Class/Content Area	Language(s) of Instruction
Native Language Arts	
Social Studies:	
Math:	
Science:	

Class/Content Area	Language(s) of Instruction



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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	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 questi

All of our students receive differentiated English instruction in ELA, math and other content areas using scaffolding strategies. We offer our ELLs individualized instruction targeting their English Language needs as well as their curriculum needs towards meeting the New York State and New York City Department of Education CCLS expectations for the 2011/2012 school year. English Language Learners are given additional support when necessary in ELA, math and other content areas through the use of intervention programs such as Wilson Reading Systems (grades 1-5), Raz kids, River Deep, At Risk SETSS and summer school. NYS bilingual glossaries are provided in different content areas in order to support each child's understanding of the lesson and materials.

9. We continually support our ELLs for 2 years after reaching proficiency on the NYSESLAT. Our ESL teachers meet with the classroom teachers and together they continually discuss and plan instruction for our ELLs in order to ensure cohesion across the school day and in every content area. Transitional support for ELLs reaching proficiency includes, AIS, SETSS, use of computers, River Deep, Extended Day, guidance and differentiated small group and individualized instruction. ESL testing modifications for NYS Exams are implemented for ELLs who tested out of NYSESLAT after 2 years.

10. Each year, we assess the work done in the previous year, and focus our attention to what worked and what needs improvement. This year, we have decided to deepen our work in differentiation with all of our students including our ELLs.

11. None of our programs will be discontinued. We are pleased with our ELLs progress and will continue to differentiate our instruction and deepen our work towards academic rigor.

12. All ELLs are greatly encouraged to attend our district wide Title III summer school program. In addition, they have the opportunity to participate in our Champs Program, Inquiry Focus Group, Boy's Reading Club, Club activities, electives (art, dance), extended day, PTA After School, trips, etc. There is equity amongst all of our student population. ELLs are given the same opportunities as the rest of the PS 208Q students.

13. Many classrooms have a Smart Board that is used with all of our students including our ELLs. In addition, we have laptops of which all teachers including our ESL teachers have access to. We have leveled libraries available for all of our students including our ELLs to check out books on their independent reading levels. We have hands on tools such manipulatives for use in mathematics instruction. In addition, the following materials are used to support the learning of ELLs – computer software including RAZ Kids, RiverDeep, thesauruses, picture dictionaries (Oxford and Longman) with accompanying CDs, Amazing English, Avenues, Imagine, Words Their Way for word work, vocabulary and writing, guided reading books, Big Books, picture books with accompanying audio cassettes, videos with accompanying books, Paired books (fiction and nonfiction about the same topic), sentence builder links, classroom library of picture books, chapter books, poetry, science, social studies and math books, games and maps.

14. ELLs are given the opportunity to express themselves in their native language when needed through their writing. When incoming ELLs arrive from other countries, we try to team them up with students who speak their language or place them in classrooms where there is a paraprofessional who speaks their language. We want our ELLs to feel comfortable and confident in asking questions and expressing themselves. We also have bilingual dictionaries and bilingual libraries available for their use.

15. Our English Language Learners are given their required ESL service support in relation to their ages and current grade level. They are given bilingual texts, glossaries and translation services when necessary. In addition, instruction is differentiated in order to meet each child's individual needs as they strive towards both English proficiency as well as meeting their grade's curriculum requirements.

16. We also offer a summer camp program. We give newly enrolled ELL students the opportunity to come to our school during the spring and familiarize themselves with PS 208.

17. At PS 208Q, we offer Spanish as an elective to all students, including ELLs.

1.

### **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.

Staff development takes place monthly at grade conferences and faculty meetings. Throughout the school year our ESL teacher attends professional development through our Learning Support Organization. She attends training in core curriculum and is being updated on new guidelines, as well as continuously being informed regarding NYSESLAT and LAB-R training and policies. The ESL teacher turnskey information to teachers of ELLs. The ESL teacher works closely and on an ongoing basis with the classroom teachers and paras to ensure that ESL methodologies and scaffolding strategies are being used in everyday instruction.

2. As our ELLs transition from middle school to high school, they are given further assistance from our guidance counselors who meet with them to discuss transitional concerns and feelings. Staff members continually monitor students and keep the lines of communication open with parents should any needs arise.

3. ESL teachers conduct professional development activities for the school pedagogical staff during monthly congruence meetings. Lesson support, peer mentoring, intervisitations and modeling is provided by ESL teacher on an ongoing basis. These meetings fulfill the 7.5 hours of ELL training for our staff members.

## 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 her.

At PS 208Q, we have high parent involvement. Parents are encouraged to get involved in school activities. We offer parents numerous times throughout the year when they can participate in activities with their children both during the school day and during after school events. We have parent workshops, school trips, food festivals, class activities, shows, museum visits, plays and various other activities. Many staff members speak second languages and are available to translate when necessary. Parents of ELLs are active participants in all of the PS 208Q extra curricular parent activities. The Translation and Interpretation Unit is used if necessary.

2. We partner with Long Island Jewish Hospital, Met Life, Fire Department and various banks to provide workshops to ELL parents. We always translate pertinent information and have staff members avail themselves as interpreters on an as needed basis. In addition we use the Translation and Interpretation Unit.

3. We evaluate the needs of parents through surveys, PTA meetings, parent teacher conferences and through our ongoing communication with parents, teachers and our parent coordinator.

4. Again, we have ongoing communication with parents during PTA meetings, parent/teacher meetings and with our parent coordinator. We encourage feedback from parents throughout the year and have bilingual staff members available for translation purposes. At PS 208Q, we greatly value our parental involvement and create many opportunities throughout the year for parents to attend both in school and after school programs and activities. Workshops on parental guidance, test taking support in ELA an math, bullying and cyber bullying, understanding the new core curriculum and grading, teaching parents to talk to their children about sex, are amongst some of the parental workshops addressed to all PS 208Q parents including our ESL parents. Translators are used as necessary.

## 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)	1	1	1	1										4
Intermediate(I)	1	1												2
Advanced (A)	2	1	1	2	1	1		1						9
Total	4	3	2	3	1	1	0	1	0	0	0	0	0	15

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

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	<b>I</b>	1	1											
	<b>A</b>		1	1	2	1	1	1						
	<b>P</b>													

**NYS ELA**

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

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
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				

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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.

We use the following assessment tools for ELLs at PS 208Q: ECLASS, Acuity, and informal assessments by reading and classroom teachers. Newly arrived ELLs have difficulty reading and understanding English due to their lack of English proficiency. We work on them reaching benchmarks for variety of skills from phomenic awareness to reading comprehension. The greatest need seems be reading comprehension and writing in grades 1, 2, 3,4 and 7. In kindergarten,the greatest need is phonemic awareness and sight vocabulary. They are provided with additional time if needed. In math, our ELLs tend to do better but struggle with word problems for the same reason.

2. In analyzing the LAB-R and NYSESLAT data, the following patterns were found:

- All three levels (beginning, intermediate and advanced) students scored highest in speaking modality.
- The next highest scores across proficiency levels (beginning, intermediate and advanced) was listening modality.
- Reading and writing are the most challenging areas for our ELLs across all three levels of proficiency (beginning, intermediate and advanced)

The LAB-R and NYSESLAT data continue to inform us that our ELLs need the most support in reading and writing.

3. Our assessment analysis of the LAB-R and NYSESLAT indicate that ELLs need strengthening in all modalities but especially in reading and writing. We will continue to align our ESL program to meet the New York State and New York City standards.

4. a. LEP/ELLs performance and services are continually assessed on varying levels in order to ensure fairness and equitability. Assessments are conducted in their native language and in English as appropriate. b. We don't have periodic assessment , since our ELL population is so small, Administration and teachers use data obtained from informal assessments to drive instruction, assess progress, determine English proficiency and refine services in order to ensure that each child is given high academic rigor toward meeting and exceeding the New York State and New York City standards. c. Since the ELL population is so small, we don't have periodic assessments.

5. N/A

6. Each year administration as well as our ESL teacher review the data of our ELLs. We look for patterns and trends that may need to be addressed. We design our ESL program to meet the needs of our students and differentiate curriculum in order to meet each child's individual needs. We collaborate with classroom teachers and meet with network support specialists in an effort to ensure that each student is receiving the highest level of education in order to meet or exceed the NYS and NYC learning standards. Success is measured as per our ELLs gains on both formal and informal assessments. Year after year, we are noting our ELLs progress on their NYSESLAT testing as well as other SED tests.

### 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:** PS/IS 208

**School DBN:** 29Q208

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
James Philemy	Principal		12/1/11
I. Mandell/ R. Thomas	Assistant Principal		12/1/11
Debral Mason	Parent Coordinator		12/1/11
Zipora Cysner	ESL Teacher		12/1/11
Cherise Parson	Parent		12/1/11
Mary Sweeney, Reading Recovery	Teacher/Subject Area		12/1/11
Laura Scarborough, SETSS	Teacher/Subject Area		12/1/11
	Coach		1/1/01
	Coach		1/1/01
Suze Meisel	Guidance Counselor		12/1/11
J. Joyner-Wells M. Pisacano	Network Leader		12/1/11
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 29q208      **School Name:** PS/IS 208

**Cluster:** 2      **Network:** CFN205

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

**Part A: Needs Assessment Findings**

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

At PS/IS 208, teachers, the parent coordinator and office staff indicate that the greatest need exists for Haitian Creole, Spanish and Bengali translations.

The ESL teacher, teachers, parent coordinator and secretaries reviewed Home Language Surveys, LABR, NYSESLAT and office blue cards to determine parents' choice for school communication. Classroom teachers identified families who would need or want translated documents and interpreters at meetings.

PS /IS 208 plans to provide the following written translation services: information about the school's academic program and student participation, parent teacher meetings, PTA workshops and meetings, academic intervention services, and enhancing parents' understanding of academic standard, assessment and tests.

We will translate the principal's letters to parents, school newsletter, parent workshop notices, PTA fund raiser events, schools wide cultural events and special events at the school. Bilingual staff or DOE Translation Services will translate documents.

During parent teacher conferences, teachers have expressed a need for translators.

The Pupil Personnel Secretary indicates that there is often a need for translators to assist parents as they register their children. Also, the office staff has communicated the need for oral translations when contacting parents about various issues such as transportation problems and lunch forms.

Bilingual staff, volunteer parents and DOE Translation and Interpretation services will be used.

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.

Our parent surveys and teacher surveys reveal that parents are in need of oral translations during parent teacher conferences, guidance/ counseling meetings and for transportation needs. Our parents have expressed to us that written translations are needed for school correspondence, student discipline codes and teacher notices. The languages that need translations are Haitian Creole, Spanish and Bengali.

## **Part B: Strategies and Activities**

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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.

Written translations services are provided by school staff and DOE Language and Translation services. Documents are translated into Spanish, Haitian Creole and Bengali. Translated report cards are distributed, if necessary. All documents are also accompanied by notification in every language that states that documents need to be translated. School documents are translated in a timely way. Our school promotes the availability of and ensures accessibility to interpretation and translation of DOE services.

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.

Oral translations are provided by school staff, when available. We also use services of DOE translators. At times, the secretary needs translators to assist parents as they register their children. Oral translations are also needed when contacting parents about transportation, lunch forms and other issues concerning our students. The DOE phone translation services are used to facilitate communication with parent/teacher and administrator meetings and phone calls home.

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>.

Signs are clearly posted in the main office for translation services . The school sends notices in English and appropriate translated versions. Report cards are translated in appropriate home language. Translated letters are provided to parents at registration. Provisions are made for parents to have immediate translation on telephone calls and impromptu school visits, when possible. Arrangements are made to have a scheduled translator available for all parent meetings including curriculum conferences, parent teacher conferences and PTA meetings, when necessary.