



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: PS/IS 208
DBN (i.e. 01M001): 29Q208
Principal: JAMES E. PHILEMY
Principal Email: JPHILEM@SCHOOLS.NYC.GOV
Superintendent: LENON MURRAY
Network Leader: DR. JOANNE JOYNER-WELLS

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
James Philemy	*Principal or Designee	
Michael Harris	*UFT Chapter Leader or Designee	
Nakida Camille	*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>)	
	CBO Representative, if applicable	
Stephanie Bragg	Member/ Parentt	
Yoland Johnson	Member/ Parent	
Naomi Nicoleau	Member/ Parent	
Patrick Dib	Member/ Elected UFT	
Sue Friedman	Member/ Elected UFT	
Catherine Kilkenny	Member/ Elected UFT	
Ilyssa Mandell	Member/ Elected CSA	
Rachel Thomas	Member/ Elected CSA	
Carol McPherson	Member/ Parent	
Daisy Skeete	Member/ Parent	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
	School Leadership Team Signature Page
X	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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 June 2014, 30% of all lowest third children will show a performance increase in math and or ELA

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.

Our 2012-13 Progress Report shows that the Median Adjusted Growth Percentile for the school's lowest third ranged from 67.0(ELA) and 68.0 (Mathematics). The data shows that our students in the lowest third did not make enough progress considering the rigor of the common core learning standards in either math or ELA, which highly affected our Progress Report score.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Student Focus Groups- All teachers with groups of 4-5 students will meet weekly for 45 minutes using CCLS aligned materials.
2. RtI- Identified students will work with interventionists 1 period weekly.
3. Extended day- Mandated students will work in groups of no more than 10 with a teacher on Tuesdays and Wednesdays from 2:40pm-3:30pm.
4. Practice to Practice- Grades 3-5 will meet bi-weekly for 90 minutes of time. Grades 6-8 will meet on Saturdays for 2 hours .
5. Weekend extended response homework

B. Key personnel and other resources used to implement each strategy/activity

1. All K-5 teachers will plan with administrators as part of their circular 6 mandate to implement this initiative.
2. All ICT teachers from K-8 will serve as interventionists including guidance and all service providers if the case warrants behavior modification.
3. All teachers K-8 will work with a group of students on identified deficiencies,
4. Selected teachers based on expertise will service groups of students either after school or on Saturdays based on needs, administrators will plan the instructional program.
5. All teachers in testing grades will give extended response homework packets in both math and ELA every weekend.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Reading tracker with a pre and post assessment and 5 assessments throughout the program and Reading by Standard for instruction.
2. Raz Kids, Treasures assessments and teacher created assessments every six weeks based on students' needs.
3. Writing for a purpose with ongoing teacher assessment at the completion of every unit.
4. NYC Citywide rehearsal is used as an assessment of students' performance and progress. Also, Mastering the Standards is used for instruction based on the student's needs. A post assessment will be given
5. ELA and Math teacher created extended responses.

D. Timeline for implementation and completion including start and end dates

1. Weekly intervention beginning December 6, 2013 and ending May 30, 2014.
2. Weekly intervention beginning December 9, 2013 through May 30, 2013
3. Bi-weekly intervention beginning the first day of school and ending the last day of school..
4. Bi-weekly intervention beginning October 2013-April 2014.
5. Weekly homework beginning November 15, 2013 through May 2014.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Teachers use 1 weekly professional period.
2. Interventionists will meet 1 period weekly with identified students.
3. Teachers will meet for 100 minutes per week with mandated students.
4. Selected teachers are paid per-session for 3 hours weekly to service students.
5. Teachers utilize their preparation periods to prepare extended response homework.

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).

Outreach will be made to the parents of all students in our lowest third at the beginning of the school year. Workshops will be provided to reinforce the strategies and program materials in use. Ongoing communication will be a goal of this initiative.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy		Title IA		Title IIA		Title III		Set Aside	x	Grants
----------	-----------------	--	-----------------	--	------------------	--	------------------	--	------------------	----------	---------------

List any additional fund sources your school is using to support the instructional goal below.

Donation from PTA

Goal and Action Plan #2

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 June 2014, 70% of all students with special needs will show an increase in performance.

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.

Currently our Students with Disabilities (3.1% Self-Contained, 6.0% ICT and 4.6% SETSS) have not shown significant progress or academic growth. 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 schools instructional agenda utilizing the citywide instructional expectations as a frame of reference.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Use Assessments tailored to strengthen the standards of practice in math and literacy.
2. All resource specialists will plan and collaborate with the classroom teachers to reinforce the academic rigor and meet the needs of all students.
3. All Intervention teams meet weekly to discuss specific students and intervention plans that may be appropriate for those students.

B. Key personnel and other resources used to implement each strategy/activity

1. Reading specialist, all Special Education teachers and general education co-teachers
2. SETSS teachers, Special Education Service providers.
3. School Academic Leadership Team, School wide Inquiry Team, Pupil Personal Team, Teacher Teams, Special Education Team

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Ongoing progress monitoring of the following assessments, Raz Kids, Performance Series and Ready Gen on-line component
2. Teacher team meetings, Progress reports, Teacher reflections, report from the data specialist
3. Administrators and staff will use student work as a needs assessment and to plan our Collaborative Inquiry sessions. Our schoolwide Collaborative Analysis Assessment Form will be used as a resource

D. Timeline for implementation and completion including start and end dates

1. October 2013- June 2014
2. Weekly during common preps and during teacher team meetings.
3. Once a week from October 2013- June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Computer lab schedule, Common preps and weekly allotted professional development time..
2. Vertical and horizontal planning during teachers' common preps and regularly on Thursdays for 50 minutes.
3. SALT teams comprised of 9 members meets weekly on Thursdays afterschool from 3:30-5:30 pm, Inquiry team comprised of 12 members meets weekly on

Wednesdays from 3:30-5:30 pm . Additionally, school wide teams comprised of K-1 teachers, 2-3 teachers, 4 and 5. As for the middle school grade 6-8 students are departmentalized and meet weekly on Thursdays for 50 minutes after school.

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).

Parent Involvement activities will focus on the needs of students with disabilities and will include our Day of learning, PTA meetings, Curriculum night, parent teacher conferences., Dad's take your child to school day, Parent coordinator workshops, Saturday Academy, etc

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	Title IIA	Title III	Set Aside	x	Grants
---	----------	----------	-----------	-----------	-----------	---	--------

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #3

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 June 2014, each member of the administrative staff will conduct at least four observations (one formal and three informal) or six informal observations of every teacher and give feedback based on Danielson's framework.

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.

The needs assessment is based on the performance of students, in relation to the 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 schools instructional agenda utilizing the Danielson framework as a frame of reference and the Citywide Instructional Expectations.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Formal and informal observations based on Danielson's Domains.
2. Ongoing professional development with NYCDOE Talent coaches.
3. Scheduled observations and unannounced observations
4. Feedback sessions with teachers after all observations.
5. Observations entered in the ADVANCE system.
6. Inclusion and discussions of outside evidence in all informal observations.

B. Key personnel and other resources used to implement each strategy/activity

1. Principal and assistant principals
2. Principal, assistant principals, Talent coach and network leader
3. Principal, assistant principals, Talent coach and network leader
4. Administrator and teacher
5. Principal and assistant principals
6. Principal and assistant principals and teachers

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. All teachers will receive actionable feedback on a consistent basis.
2. Administration and selected teachers.

3. Administration.
4. All teachers will receive actionable feedback on a consistent basis either individually or within teacher groups.
5. Administration
6. Administration and teachers.

D. Timeline for implementation and completion including start and end dates

1. Every teacher will receive 1 per month from October 2013 through April 2014
2. 3 times yearly.
3. Monthly from October 2013 through April 2014
4. Monthly from October 2013 through April 2014
5. Ongoing from October 2013- June 2014
6. Ongoing

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Training sessions over the summer and training sessions with the NYCDOE talent coach, Principal and Assistant Principal monthly Network meetings
2. Calendar of activities with the DOE/Network Talent Coach using Advance materials and webinars
3. Administrative Team will develop and disseminate a year-long Calendar of Observations to be monitored to determine if we are meeting established benchmarks.
4. DOE Talent Coach will assist administrators in the preparation of appropriate feedback for teaching staff. We will also monitor Advance implementation.
5. Regularly review data input of principal and assistant principals with the assistance of network and DOE Talent Coach
6. Administrative team will meet regularly to review artifacts and outside evidence using the Advance FAQs and other resources.

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).

Parent Involvement activities will focus on the needs of all students, especially students with disabilities and will include our Day of learning, PTA meetings, Curriculum night, Parent teacher conferences. Guidance intervention on the Common Core, Dad's take your child to school day, Parent coordinator workshops, Saturday Academy, etc

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
---	----------	----------	-----------	-----------	-----------	--------

List any additional fund sources your school is using to support the instructional goal below.

--

Goal and Action Plan #4

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.

--

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.

--

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

- 1.

B. Key personnel and other resources used to implement each strategy/activity

- 1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

--

1.
D. Timeline for implementation and completion including start and end dates
1.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
----------	----------	-----------	-----------	-----------	--------

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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.

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.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.

B. Key personnel and other resources used to implement each strategy/activity

1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

D. Timeline for implementation and completion including start and end dates

1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
----------	----------	-----------	-----------	-----------	--------

List any additional fund sources your school is using to support the instructional goal below.

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Extended day, focus group	Small group	Tuesdays and Wednesdays
Mathematics	Extended day, focus group	Small group	Tuesdays and Wednesdays
Science	During School Day	Small group	Twice a week per class
Social Studies	During School Day	Small group	Twice a week per class
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	During the school day, RTI	Individual and small group	As needed

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

Parent Involvement Policy (PIP)

Public/Intermediate School 208

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
MAY 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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 29	Borough Queens	School Number 208
School Name PS/IS 208		

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

Principal James Philemy	Assistant Principal Rachel Thomas
Coach	Coach
ESL Teacher Zipora Cysner/ESL	Guidance Counselor Suze Meisel
Teacher/Subject Area Mary Sweeney/Reading Recovery	Parent Arthur Kent
Teacher/Subject Area	Parent Coordinator Debral Mason
Related Service Provider Laura Scarborough/SETSS	Other
Network Leader(Only if working with the LAP team)	Other

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 currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	734	Total number of ELLs	11	ELLs as share of total student population (%)	1.50%
--	------------	----------------------	-----------	---	--------------

Part II: 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 (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
SELECT ONE		2	1		1	1								5
SELECT ONE	2			2	1	1								6
Total	2	2	1	2	2	2	0	11						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	7	Newcomers (ELLs receiving service 0-3 years)	7	ELL Students with Disabilities	4
SIFE	0	ELLs receiving service 4-6 years	4	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 SWD. [?](#)

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	7	0	4	4	0	2	0	0	0	11
Total	7	0	4	4	0	2	0	0	0	11

Number of ELLs who have an alternate placement paraprofessional:

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	1				1
5	1				1
6					0
7					0
8					0
NYSAA Bilingual (SWD)					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									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1								1
8									0
NYSAA Bilingual (SWD)									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 Foreign Language				
Government				
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								

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

We use the following assessment tools for ELLs at PS 208Q: LAB R results are analyzed, Kindergarten People, Ready Gen Performance Based Unit Assessment, MOSL Performance Based Assessment, 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 phonic awareness to reading comprehension. The greatest need seems to 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. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

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.
- After listening, the assessments reveal that writing is the next strongest area for ELLs
- Reading modality is the most challenging area 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. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))

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 Common Core Learning Standards. This data drives instruction. Information about Annual Measurable Achievement Objectives indicate our ELLs continuously show progress. The data reveals that reading and writing skills need to be emphasized.

4. For each program, answer the following:

- a. 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?

- a. LEP/ELLs performance and services are continually assessed on varying levels in order to ensure we are addressing the needs of our ELLs. Assessments are conducted in their native language and in English as appropriate. ELLs perform better in English tests than in native language.

b. N/A

c. N/A

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

We identify ELLs who are not making academic progress at expected rates. Beyond screening and identification for ESL services, the student receives targeted instructional support to bolster development in below benchmark area. These ELLs are identified as scoring in the bottom third and receive additional support of ELA and Math. This support is delivered with language support services. We adapt, modify, supplement, and develop effective curriculum. We analyze student work samples and behaviors to determine the nature of the problems. We also analyze teaching style, expectations and perceptions, classroom management, and take into account cultural diversity. RtI uses tiers of intervention for struggling ELLs. We monitor students to determine if they are progressing as they should academically. In Tiers I and II general education teachers provide instruction and interventions. Only after ELLs fail to respond to small group and intense individual interventions, they are referred to special education. We involve special education teachers to help develop interventions and plan assessments for students receiving instruction and interventions in Tiers I and II. They do not provide instruction until Tier III, when the student could be referred and identified for special education. We make sure the students's difficulties are the result of a disability and not second language acquisition.

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

NYSESLAT levels are considered in instructional decisions. Scaffolding strategies are used to facilitate comprehension and learning.

We differentiate instruction in order to meet students needs. Thinking maps, visuals, graphic organizers, and many ESL methodologies are incorporated into lessons to make content comprehensible. ELLs are provided the opportunity to express themselves in their native language, when needed. When newcomers arrive, we team them up with students who speak their native language and also try to place them in classrooms where there is a paraprofessional who speaks their native language. Teachers group students of the same language for certain activities so that they can assist each other and respond in their native language. We welcome them to write in their native language. They are provided with bilingual books, bilingual dictionaries, bilingual glossaries, computers and scaffolding strategies to facilitate language acquisition. Native language is incorporated in English instruction as a support structure in order to clarify, build prior knowledge, extend comprehension, and bridge experiences. We practice this through technology, peers, bilingual staff, native language materials and flexible grouping. We have ongoing assessments to monitor student progress and data is always used to plan instruction. Studies show second language acquisition can take up to 7 years. Also, we use the students' backgrounds to create a school community in which all feel included. At PS 208, we respect linguistic and cultural diversity amongst our students.

7. 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?

N/A

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

We evaluate our success by the number of students who show progress on NYSESLAT and NYS assessment.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).) HLIS is completed with the assistance of a pedagogue. Based on incoming students' Home Language Identification Surveys (HLIS), they are given an informal oral interview by the ESL teachers or trained pedagogue, in English and their native language. The LAB-R is administered within 10 school days in order to determine ESL eligibility. For Hispanic ELLs, the Spanish LAB is administered to determine language proficiency by a bilingual teacher, Lina Vargas. Bilingual staff members are available during the interview process for translation purposes as necessary. The HLIS is given in translated versions when necessary. The LAB-R is administered when necessary based on students' Home Language Identification Survey responses and within 10 days after registration, the student is administered the LABR and the Parent Orientation takes place, if the child is an ELL. In ATS, the RLER report is generated to determine which ELLs are eligible for LAB-R and NYSESLAT testing.
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. 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. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

In the beginning of the year RLAT is reviewed to determine which students receive letters of Continued Entitlement and which

students tested out. These returned letters are kept on file with ESL teacher. RLER /LAB is generated to determine which students are eligible for LABR administration. For students who are in the ESL Program, translated letters to invite the parents to the Parent Orientation are sent home. During the Parent Orientation translated entitlement letters and translated Parent Survey and Program Selection forms are distributed. 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 selection form after reviewing the video. All of our ELLs have a Parent Selection Form in their cumulative folder and office copy is on file.

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.

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. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The RLER LABR, RLER LAT and RLAT are generated from ATS to determine ELLs who are tested with NYSESLAT. The ESL teacher always makes sure all the 4 components of the NYSESLAT have been administered. Translated letters to parents are distributed to inform them of dates NYSESLAT are administered and importance of this state test. If an ELL is absent the week before or during the NYSESLAT administration dates, phone calls are made to remind parents their child needs to attend school. The ESL teacher makes sure all answer documents (listening, speaking, reading and writing) are submitted. Through the years, PS 208 has always administered all sections of the NYSESLAT.

6. 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.) 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.  All the parents of our 11 ESL students have chosen a Free-Standing ESL program. Our program model is aligned with parental requests. If a minimum of 15 parents who speak the same language in contiguous grades request a bilingual or dual language program, then we will open one based on their requests.

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))

- 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])?

At PS 208, ESL instruction is delivered in both a push in (where numbers allow) and pull-out model. ESL classes are formed based on the English Language Learners current grade and English language ability. The ESL teacher is licensed in ESL and provides our ELLs with all instruction in English.

Students are grouped heterogeneously by need and grade level in our push in and pull-out ESL instructional program. When possible, the ESL push in is during the literacy block so comprehension is maximized. 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 and 180 minutes of ELA instruction weekly, per Part 154. Planning arrangements between ESL and classroom teachers take place during common preps and extended day. Materials used are ReadyGen and Go Math.

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)?

Instructional minutes for beginner and intermediate ELLs are 360 minutes and 180 minutes for advanced ELLs as per 154. Advanced ELLs receive 180 minutes of ELA instruction. Each child's schedule is checked to make sure that there are no conflicts with other providers. The schedule is also discussed with the classroom teachers to ensure that no essential or mandated subjects are being taught at that time. Attendance is kept daily by the ESL teacher. The ESL teachers schedules are given to the administration and both the Principal and Assistant Principal observe the classes on an ongoing basis. The PS 208 Administration continually reviews ESL schedules in order to ensure that each English Language Learner is given their mandated instructional ESL time.

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 foster language development and meet the demands of the Common Core Learning Standards.

The following strategies and practices are used for all our ELLs (less than three years, and 4 to 6 years- we have no long term ELLs this year): Tier II and III vocabulary work, journal writing, drama, poetry, chanting, singing, choral speaking, computer word processing, book making, reader's theater, cooking and puppetry. All instruction is delivered in English. 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. We also utilize a web based English language program from Rosetta Stone as a technical and tactile tool towards English proficiency. 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, 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 thinking maps, 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 consistent 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 practice, 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.

Though English Language Learners are grouped according to both English proficiency and grade, differentiated groups are formed within each class in order to further meet the needs of individual students. ELLs are continually monitored both formally (tests) and informally (observations). Among our more formal assessments are Ready Gen Performance Based Unit Assessment, MOSL Performance Based Assessment and School Net. The data from each assessment is gathered by the teachers and shared with the ESL teachers. The teachers meet on a continuous basis to analyze the data and determine the proper skills/lessons to be taught. Students are taught in strategy and guided groups according to their individual levels of proficiency in each skill area addressed. Furthermore, 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), At Risk SETSS , RtI, extended day, and summer school.

In order to make content areas comprehensible we tap into prior knowledge, give individual support, scaffold and differentiate content, and have collaborative learning. Lessons in content areas are designed to meet standards while we differentiate instruction to meet student needs. Strategies we implement when addressing the language demands of teaching content to our ELLs are: teaching Tier II and III vocabulary, visuals, building background knowledge, promoting language development through cooperative learning groups, and using native language support .

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

ELLs are given the opportunity to take the SED in translated versions, if necessary. Bilingual staff are involved with ELLs who need assistance. Native language books, dictionaries, and glossaries are available. In addition, computer software is used to differentiate instruction and facilitate language acquisition. 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. Writing samples in the native language is used to determine native language and content knowledge . Native language is incorporated into English instruction as a support to clarify, build prior knowledge, extend comprehension and bridge experiences.

This is done through technology, bilingual staff, peers, native language materials and flexible groups.

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

NYSESLAT is administered yearly to test all four modalities of English acquisition. The school continuously monitors ELLs progress by looking at formal and informal assessments, portfolios, and writing. Flexible grouping, differentiation and integrating ELLs in the classroom is practiced based on student needs and learning targets. Writing samples in the native language are used to determine native language and content knowledge. Listening, speaking, reading, and writing modalities are always addressed in every lesson.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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 differentiate instruction, focus on students' strengths, provide RtI, Extended Day services, Willson AIS services and computers. Strategies we implement when addressing the language demands of teaching content to our ELLs are: teaching Tier II and III vocabulary, visuals, building background knowledge, promoting language development through cooperative learning groups, and using native language support .

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, in addition to the support we give them during their mandated sessions each week. 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 RtI, Extended Day, AIS and guidance, as necessary. Peer tutoring is also available if needed and lessons in content areas are designed to meet standards while we differentiate instruction to meet student needs. Strategies we implement when addressing the language demands of teaching content to our ELLs are: teaching Tier II and III vocabulary, visuals, building background knowledge, promoting language development through cooperative learning groups, and using native language support .

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. RtI, Extended Day, guidance, bilingual glossaries, bilingual libraries and peer tutoring are available when necessary. Lessons in content areas are designed to meet standards while we differentiate instruction to meet student needs. Strategies we implement when addressing the language demands of teaching content to our ELLs are: teaching Tier II and III vocabulary, visuals, building background knowledge, promoting language development through cooperative learning groups, and using native language support .

d. We currently do not have any long term ELLs. In the event that we do have long term ELLs, we will address each student's individual needs. In addition, we will differentiate instruction, focus on students' strenghts, provide RtI , Extended Day services. We differentiate instruction to meet student needs. Strategies we implement when addressing the language demands of teaching content to our ELLs are: teaching Tier II and III vocabulary, visuals, building background knowledge, promoting language development through cooperative learning groups, and using native language support .

e. Former ELLs (in years 1 and 2 after testing proficient) are given testing accommodations (time extension, separate location, translated glossaries,...) Also, they have opportunity to attend ESL Summer School, extended day, receive ESL, SETTS, RtI and counseling.

7. 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?

Strategies we use for ELL SWD to access content area and accelerate English language development are: tapping into prior knowledge, meaningful and standards based language use across curriculum at student's instructional level, collaborative learning, teaching Tier II and Tier III vocabulary, and scaffolding and differentiation. We adapt lessons in order to maximize each student's potential, with a focus on their IEP goals and needs. Materials used are Ready Gen,Go Math, Avenues ESL books Smartboard, computers, bilingual books , tapping into prior knowledge, graphic organizers, manipulatives, and visuals.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

The ELL SWD curriculum and instruction is presented in multiple ways and allow for diverse avenues of expression. Technology , tapping into prior knowledge, meaningful and standards based language use across curriculum at student's instructional level, individual support, scaffolding and differentiation are all strategies we use to ensure access to general education curriculum and Common Core Standards. We are cognizant of students' strengths and challenges when planning Common Core instruction, and focus on IEP goals and needs. Flexibility in scheduling allows our ELL SWD to remain in general education classrooms and have special ed teachers(SETSS and ICT) address their needs based on the goals in the IEP.

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:			

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

Math:				
Science:				

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

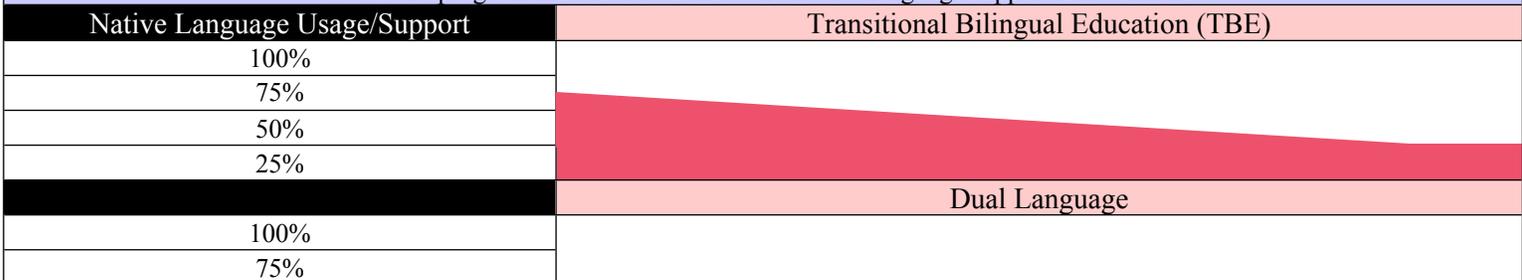
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

Native Language Usage and Supports

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



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

9. 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.

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 Common Core Learning Standards. 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), Foundations (K-2), SETSS, RtI, 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. These interventions are in English.

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

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 order, develop and follow programs that meet the needs of our students and allow us to differentiate 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 Common Core 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. Our ESL program at PS 208 is successful for the following reasons: we tap into student's prior knowledge, we give individual support, scaffolding and differentiation techniques are used, collaborative learning, thematic instruction is utilized, and meaningful and standards based language use across curriculum at student's instructional level.

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

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.

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

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.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

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.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Instructional materials used in the school are Ready Gen and Go Math. 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 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.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Throughout each program model, 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. At PS 208 we have respect for and celebrate the linguistic and cultural diversity of students. There is always collaboration between school, home and community. Native language is incorporated into English instruction as a support to clarify, build prior knowledge, extend comprehension and bridge experiences. This is done through technology,

bilingual staff, peers, native language materials and flexible groups.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

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.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

We have a PTA summer camp program which ELLs could attend. We give newly enrolled ELL students the opportunity to come to our school during the summer and familiarize themselves with PS 208Q.

18. What language electives are offered to ELLs?

At PS 208, we offer Spanish to all students, including ELLs.

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. Staff development takes place at grade conferences and faculty meetings. Throughout the school year, our ESL teacher attends professional development through our CFN 205 and OELL. The ESL teacher turnkeys the information to our classroom and cluster teachers, sharing pertinent information on working with ELLs in all content areas and ensuring continuity across the ESL program and the classroom. She attends training in Common Core and ESL methodologies as well as continuously being updated regarding NYSESLAT and LAB-R training and policies. School secretaries also attend pertinent workshops. The ESL teachers work closely with the secretaries to review all important information.

2. The ESL teachers attend CFN 205 meetings and OELL workshops addressing academic rigor and the Common Core Learning Standards and this information for ELL support is presented to classroom and cluster teachers.

3. As our ELLs transition from middle school to high school, they are given support from a guidance counselor to discuss transitional concerns and feelings. Staff members continually monitor students and keep the lines of communication open with parents should any needs arise.

4. ESL teachers conduct professional development activities for the school pedagogical staff during monthly meetings. An ESL workshop is planned during the month of January for all staff to attend. Both the congruence meetings and the ESL workshop fulfill the 7.5 hours of ELL training for our staff members. Lesson support and modeling is provided by ESL teachers on an as needed basis. When the ESL teacher pushes in, ESL techniques and strategies to support the Common Core Learning Standards are modeled for the classroom teachers. Teachers keep record of their attendance and pertinent information received during the workshop.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?
 1. 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 our PTA meetings, and through our ongoing communication with parents, teachers and our parent coordinator. We always have translators available.
 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 208, 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 are amongst some of the parental workshops addressed to all PS 208 parents including our ESL parents.

E. 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.

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		
Rachel Thomas	Assistant Principal		
Debral Mason	Parent Coordinator		
Zipora Cysner	ESL Teacher		
Arthur Kent	Parent		
Mary Sweeney	Teacher/Subject Area		
Laura Scarborough	Teacher/Subject Area		
	Coach		
	Coach		
Suze Meisel	Guidance Counselor		
	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 29Q208 School Name: PS/IS208

Cluster: CFN 2.05 Network: CFN 2.05

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.

We review Home Language Identification Surveys, have informal interviews at registration, review student registration forms, Parent Orientations, Parent/ Student Ethnic Surveys, receive referrals from both teachers and the Parent Coordinator. Our Parent Coordinator also surveys parents before and after school and informs them about our written/oral translation services. There are several ATS Reports that can help determine the translation and oral interpretation needs of parents in our school. These reports include RHLA and RPOB. These translation and interpretation services are available to all parents who require them, not just to parents of ELLs. Our major languages are Spanish, Bengali, and Haitian Creole.

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 will contact the DOE Translation and Interpretation Unit whenever the need arises, as well as utilize the services of our bilingual staff members. Our major languages are Spanish, Bengali and Haitian Creole. We plan to have notices regarding parent workshops, PTA meetings and Parent-Teacher Conferences, open school invitations, special event/activity announcements, homework helper tip book, understanding the Common Core Learning Standards, getting your child to eat more healthfully and important Central notices translated. Our school website and information is posted on designated areas of the school where there is a high parent volume. The findings of needs assessment is reported to the community by PTA Meetings, through school newsletters, posted announcements in general office and in CEP.

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.

We will contact the Translation and Interpretation Unit whenever the need arises, as well as utilize the services of our many bilingual staff members and parent volunteers to translate. We plan to have the following translated: school notices regarding parent workshops, PTA meetings, Parent-Teacher Conference notices, open school invitations, special events/ activity announcements, homework helper tip books, understanding the Common Core Learning Standards, and getting your child to eat more healthfully translated. We also utilize the DOE translation unit to translate many of our written notices. There are several ATS Reports that can help determine the translation and oral interpretation needs of parents in our school. These reports include RHLA and RPOB. These translation and interpretation services are available to all parents who require them, not just to parents of ELLs. Our major languages are Spanish, Bengali, and Haitian Creole.

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.

We will contract with LIS (Legal Interpretation Service) to provide Spanish, Bengali and Haitian Creole translators at Parent-Teacher Conferences and at various Parent Workshops; this will enable our parents to achieve a greater comfort level and a better understanding of the material being presented, and as a result become more involved in their child's education. We plan to provide oral translations using the Translation and Interpretation Unit, our bilingual staff members and parent volunteers. We will enlist the on-site or over-the-phone Interpretation Services provided by Translation and Interpretation unit. There are several ATS Reports that can help determine the translation and oral interpretation needs of parents in our school. These reports include RHLA and RPOB. These translation and interpretation services are available to all parents who require them, not just to parents of ELLs. Our major languages are Spanish, Bengali, Punjabi, and Haitian Creole.

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>.

We will contact the Translation and Interpretation Unit whenever the need arises, as well as utilize the services of our many bilingual staff members. We plan to have school notices regarding parent workshops, PTA meetings and Parent-Teacher Conference notices translated. We also utilize the DOE translation unit to translate many of our written notices. We plan to provide oral translations during the regular school day using our bilingual guidance counselors and our bilingual staff members. Signs are clearly posted in the main office/corridor for translation services. Whenever possible, provisions are made for parents to have immediate translation on the telephone or during school visits. In accordance with Section 7, posted in school lobby and main office are notifications in the language needs identified, informing parents of availability of translation and interpretation services. Each parent is provided a copy of Bill of Parent Rights and Responsibility, which includes their rights regarding translation and interpretation services. Our school's safety plan contains procedures for ensuring that parents in need of language assistance are not prevented from reaching staff and administration solely due to language barriers.