

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: PS 208
DBN (*i.e.* 01M001): 18K208
Principal: NAKOLEY RENVILLE
Principal Email: NRENVILLE@SCHOOLS.NYC.GOV
Superintendent: BEVERLY WILKINS
Network Leader: CHARLES AMUNDSEN

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Nakoley Renville	*Principal or Designee	
Arianne Tackney	*UFT Chapter Leader or Designee	
Ms. Zamour	*PA/PTA President or Designated Co-President	
Carla Miller	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	
Sandra Cinkay/Francis Salisbury	Member/ Teacher/Chairperson	
Judith Mockler/Queen Asemota	Member/ Teacher	
Cordell Herdsman	Member/ Assistant Principal	
Anthony Hackett/Sylvia White	Member/ Parent	
Salma Gandour	Member/ Parent	
Sydana Smith/Katrina Padmore	Member/ Parent	

**Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she 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.
- 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).

Guidance for Developing 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.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. 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 directly to respond to the parental involvement section of each goal and action plan.
- 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	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ 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)
X	Title I Plan (Only for schools receiving Title I funding)
X	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 2015, 80% of students in grades 4, and 5 will advance a minimum of three Fountas and Pinnell levels.

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 2013-14 Elementary School Quality Snapshot indicated that 29% of students met State Standards on the ELA exam as compared to last year at 22.5%, indicating an increase of 6.5%; the average at this school was 2.5 out of 4.5. The score received “approaching the standard” for closing the achievement gap. This data indicated that Students with Disabilities (SWD) and English Language Learners (ELL) are performing lower than the General Education students indicating a need for additional support.
- According to the data, the school’s Fountas and Pinnell scores for Grade 2 ELL students are below level in ELA.

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

Strategy-All teachers will participate in professional development sessions that will align teaching practices to citywide instructional shifts and effective literacy instruction. Teachers will be implementing a systemic plan for the delivery of close reading strategies using Ready Gen as the program for literacy.

Activities

1. Teachers will attend professional development sessions within and outside of the school on the implementation of ELA instructional practices such as close reading and use of academic vocabulary. Teachers will turnkey information gained from outside professional development on instructional strategies and best practices through the use of videos on Engageny.org and other professional development resources to improve their pedagogy.
2. Teachers will examine student work during Teacher Team/Professional Learning Communities meetings in order to focus on the skills and strategies that the students need for improved performance resulting in changes to teacher pedagogy and instructional practices.
3. Response to Intervention (RTI) will be provided to small groups during the Instructional Block and in afterschool or Saturday programs. Every RTI teacher is responsible for creating an action plan for each student based on continuous assessment results every four weeks. These results will be shared with the entire school community so that students can be supported toward improvement.
4. Teachers will use online programs to provide additional supports to SWD and ELL’s, targeting specific needs of the students.
5. In addition to the second grade ELL students receiving their mandated services, they are provided with additional support by the ELL teacher during the RTI instructional block time.

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

1. Network ELA Achievement coach, select classroom teachers.
2. Teachers, Data Specialist, Principal and Assistant Principal.
3. Classroom teachers will use materials aligned to the Common Core Learning Standards.
4. Classroom teachers will use online programs such as Starfall, Fun Brain, Study Island, and Imagine Learning.
5. ELL Teacher

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

1. Teachers will assess students using Performance Based Assessments for the Literacy Program, Ready Gen. A minimum of eighty percent of students will increase at least three levels on the Performance Based Assessment. Using Pearson Baseline Assessment (pre and post) 80% of students will demonstrate growth in literacy.
2. Eighty percent of the teachers will receive an “effective” rating for Danielson Framework in Components 3b and 3d. Students’ performance on Fountas and Pinnell running records will demonstrate an improvement in student achievement.
3. Teachers and Data Specialist will assess and analyze students’ results from the Performance Based Assessment, and Benchmark Assessments to note areas of success and to differentiate instruction.
4. Teachers will use the data gathered to plan for instruction for the SWD and ELL students. Students with disabilities will be assessed using Pearson baseline

assessment and performance base assessments, and the ELL students will receive interim periodic assessments.

1. 5. ELL and SWD performing in the lowest third will be assessed on a monthly basis using the Fountas and Pinnell assessment in order to track student performance.

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

- . September 2014-June 2015.
- 2. September 2014-June 2015.
- 3. November 2014-June 2015.
- 4. November 2014-June 2015.
- 5. November 2014-June 2015.

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

- 1. Common preparation periods have been scheduled for each grade. Monday eighty minutes PD and Tuesday thirty-five minutes PD.
- 2. Common preparation periods have been scheduled for each grade. Monday eighty minutes PD and Tuesday thirty-five minutes PD
- 3. During the daily thirty minute Instructional block time.
- 4. During the school day.
- 5. Pull – out program.

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).

- Host ELA information sessions with parents. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.
- Parents will have the opportunity to be trained by instructional staff on various curriculum and instructional strategies in order to support their children at home.
- Parent Coordinator will host workshops for parents
- Student/Parent engagement activities will be attached to informational meetings, e.g. Grade Expectations, Common Core Standards.
- Parents will be trained on the use of ARIS Parent Link.

Resources to support literacy will be provided to parents and made available online

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	x	Title IA	Title IIA	x	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.								

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 2015, students in grade 4 will demonstrate progress towards achieving state standards as measured by a 4% increase in students' scoring at levels 3 and 4 on the NYS Math Assessment.

Comprehensive Needs Assessment

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

The 2013-14 Elementary School Quality Snapshot, indicated that 29% of students met State standards on the State math test as compared to the City average of 39% and the District average of 26%; the average score at this school was 2.6 out of 4.5. Math Early Grade Progress for this school was 1.56. 4.7 points were earned out of 16.7. Performance of students in grade 3 on the 2013-2014 New York State Math test indicated that there is a need to support these students in grade 4 to improve their performance in Mathematics

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. Provide all teachers, grade K-5, with professional development sessions aligned to instructional shifts, Common Core Math Standards, and best practices for teaching mathematics. Teachers will attend monthly professional development on the implementation of the Math in Focus program.
2. The Math Basics program, which begins each morning, is implemented in grades 1-5 in order to establish fluency and automaticity in basic math facts
3. Response to Intervention (RTI) will be provided to small groups during the Instructional Block and in afterschool or Saturday programs. Every RTI teacher is responsible for creating an action plan for each student based on continuous assessment results every four weeks. These results will be shared with the entire school community so that students can be supported toward improvement.
4. Based on student data, all teachers will revise their math pacing calendars and curriculum maps, and review their pedagogy and instructional practices during Vertical and Horizontal teacher team meetings.

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

1. Teachers in grades K-5 and Math in Focus Consultant
2. Classroom teachers
3. Cluster Teachers, Data Specialist,
4. Teacher Teams, Principal, Assistant Principals and Math Cluster

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

1. Teachers will be observed a minimum of four times with a focus on components 3b, 3c and 3d of the Danielson Framework. Eighty percent of the teachers will demonstrate growth in these areas.
2. Teachers will use Progress Monitoring to assess the students' performance.
3. Unit tests and online resources will be administered at the end of each unit, approximately every 4 weeks to note students' progress and areas of need.
4. Teachers will use the MIF end of unit tests to determine student progress

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

1. September 2014- June 2015
2. September 2014 through June 2015
3. September 2014-June 2015.
4. September 2014-June 2015

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

Common preparation periods per grade weekly. Per diem coverage. Monday eighty minute Professional Development

1. Dedicated time allotted daily.
2. RTI is programmed during the daily Instructional Block time.
3. Teacher Teams/professional learning communities meet regularly during the Monday Professional Development and Tuesday "Other Professional Work".
4. Teachers will meet during their Common Prep time.

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).

- Host Math information sessions with parents. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.
- Parents will have the opportunity to be trained by instructional staff on various curriculum and instructional strategies in order to support their children at home.
- Parent Coordinator will host workshops for parents
- Parents will be trained on the use of ARIS Parent Link.

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

Budget and Resource Alignment

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

x	Tax Levy	x	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

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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 2015, parent participation in school activities will increase by 5% as evidenced by an increase in parent attendance in school activities.

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.

- Parent Survey conducted in June, 2014 indicated that there was a need for additional workshops to inform parents of strategies to support their children in ELA and Math .

Low attendance at school functions and monthly meetings.

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

Strategy-The school in collaboration with the School Leadership Team, Parents' and Teachers' Association will spearhead activities that will promote parent participation with students and parents' attendance at school events.

Activities

1. The School Leadership Team will facilitate activities to promote family engagement at the school.
2. Web based resources and correspondence will be made available to parents and students. Global Connect will be used to inform parents of meetings, workshops, special notices and student attendance
3. The school will provide the NYU Child Study Center Parent Corps Program for parents of students in Prekindergarten and Kindergarten
4. School will partner with Brooklyn Arts Council to sponsor cultural experiences for families and Metropolitan Opera Guild to use opera-based learning as an instructional approach to develop essential skills for student achievement.
5. Parent Coordinator will conduct parent workshops and provide materials to be used at home with students
 1. School will distribute Parent surveys and questionnaires to identify parental needs, concerns and interests PTA will provide email correspondence to keep parents informed
 2. Learning Leaders will work to support classroom teachers

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

1. Members of the School Leadership Team
2. Principal, Technology Cluster and Pupil Personnel Secretary.
- 3., Principal, Assistant Principal, guidance counselor, Pre-K and K teachers and paraprofessionals with personnel from Parent Corps
4. Principal, Brooklyn Arts Council representatives, Metropolitan Opera Guild teaching artists, Parent Coordinator.
5. Principal, Parent Coordinator,
6. PTA, Parent Coordinator
7. Parents, Learning Leader Representatives

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

1. Attendance at school functions will increase by 5%.
2. Attendance at PTA meetings will increase by 5%.
3. Improved student behavior based on a coherent set of beliefs and practices by the school and home.
4. Increased parent attendance at school cultural events.
5. Increased attendance at Parent Coordinator sponsored events.
6. Home-school connection around academics will improve.
7. Student in the lowest third of the school will show improved academic performance.

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

1. Monthly SLT and PTA meetings, September 2014 to June 2015
2. Monthly PTA meetings - September 2014 to June 2015.
3. The Parent Corps. program will be conducted for two separate sessions once per week for 14 weeks each session, October 2014 to June 2015.
4. January 2015 to May 2015
5. October 2014 and June 2015

- 6. October 2014 – June 2015 – three times a year
- 7. January 2015– June 2015

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

- Monthly – After-School
- 2. During and after school
- 3. Tuesdays during the day and in the evening – (2 sessions) 14 weeks
- 4. After-school – 10 weeks
- 5. During and after-school twice monthly
- 6. Three times yearly
- 7. During school day

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).

- Host information sessions with parents. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.
- Parents will have the opportunity to be trained by instructional staff on various curriculum and instructional strategies in order to support their children at home.
- Parent Coordinator will host workshops for parents.
- School website and email blasts and use of the announcement board will be used to follow up paper notices for events and workshops.
- Parents will be trained on the use of ARIS Parent Link.
- Global Connect will be used to inform parents of meetings, workshops, special notices and student attendance (ongoing).

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	x	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.
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A. Strategies/activities that encompass the needs of identified subgroups
1.
B. Key personnel and other resources used to implement each strategy/activity

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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
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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	Quick Reads	Small group instruction	During the school day
	Repeated readings	Small group instruction	During the school day
	Reading Trends	Small group instruction	During the school day, after school
	Buckle Down	Small group instruction	During the school day
	Best Practices	Small group instruction	After school
	Words Their Way	Small group instruction, One to One tutoring	During the school day, after school
Mathematics	Measuring Up to the NYS Learning Standards	Small group instruction	During the school day
	Math in Focus	Small group instruction	After school
	Mastering the Standards	Small group instruction	During the school day
	NYS Coach(Primary)	Small group instruction	During the school day
	NYS March to March Workout	Small group instruction	During the school day

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

	Peer Mediation	Small group	after school During the school day, after school
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**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 *TAS 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.			
x	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			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.

Professional Development is provided by the network ELA Achievement Coach to select classroom teachers to enable them to turnkey to their colleagues and all teachers are provided with professional development in Mathematics(Math in Focus) to improve their pedagogue and students performance.

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).

High Quality and Ongoing Professional Development is provided for teachers, principals, and paraprofessionals to enable all students to meet the Common Core Standards (CCSS) teachers, principals and paraprofessionals are given the workshops on strategies and activities to improve instructions and to meet students needs.

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.).

Early in the school year, the guidance counselor received training at the district level and then had an assembly to educate the students how to demonstrate Respect for All. Additionally, with the coordination and integration of Federal State and or Local Funds, the school is able to provide additional support for students in temporary shortfall with additional resources.

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.).

An Open house was established to invite parents and children to visit kindergarten classes over two days. On the first day, Pre- school children with kindergarten buddies participated in arts and crafts. On the second day, parents of these transitioning children came in to view the kindergarten curriculum and to view a demonstration lessons given by the kindergarten teachers.

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.

Beginning of school year 2014, a MOSL Committee comprised of seven teachers used the current school data and made a decision to use Pearson Baseline Performance Task Assessments for grades K-5.

TA Schools Only

Use of Program Resources

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

NA

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).

NA

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

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

Parent Involvement Policy (PIP)

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.

DBN: 18K208

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool.	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity

		(Refer to Galaxy for FY '15 school allocation amounts.)	has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$365,055.57	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$135,446.00	X	See action plan
Title III, Part A	Federal		X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$2,041,181.00	X	See action plan

¹Explanation/Background:

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

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

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

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

²The intent and purposes of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 18	Borough Brooklyn	School Number 208
School Name P.S. 208 - Elsa Ebeling		

B. Language Allocation Policy Team Composition [i](#) 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 Kristy Parris	Assistant Principal C. Herdsman, MN. Renville
Coach type here	Coach type here
ESL Teacher Alisa Lifshitz	Guidance Counselor Lisa Hobson
Teacher/Subject Area Science - Sandra Cinkay	Parent Ms. Miller
Teacher/Subject Area Math - Frank Salisbury	Parent Coordinator Geneva Bowser-Mixso
Related Service Provider SETSS - Marie Francis	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

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	0	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)	492	Total number of ELLs	29	ELLs as share of total student population (%)	5.89%
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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														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
SELECT ONE	5	8	3	2	1	10								29
SELECT ONE	0	0	0	0	0	0								0
Total	5	8	3	2	1	10	0	29						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	29	Newcomers (ELLs receiving service 0-3 years)	23	ELL Students with Disabilities	6
SIFE	2	ELLs receiving service 4-6 years	6	Long-Term (completed 6+ years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	21	2	0	6	0	0	0	0	0	27

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	21	2	0	6	0	0	0	0	0	27
Number of ELLs who have an alternate placement paraprofessional: 0										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
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	
	ELL	EP	ELL	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	
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		4		1		1								6
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic		3				1								4
Haitian	5	2	3	1	1	7								19
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							0	0	0	0	0	0	0	0
TOTAL	5	9	3	2	1	9	0	29						

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)	0	0	1			0		0						1
Intermediate(I)	1	1												2
Advanced (A)	4	1				7	0	0	0	0	0	0	0	12
Total	5	2	1	0	0	7	0	15						

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3		2			2
4		1			1
5	4	4			8
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			2						2
4					1				1
5	9								9
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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

Paste response to questions here:

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

student be using.

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

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

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

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

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

Paste response to question here:

What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

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

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Paste response to question here:

The patterns across the NYSESLAT modalities will drive classroom instruction. It makes it clear to see where ELL need additional help. The school looks at AMA01 to see the annual percentage of students making progress in learning English, AMA02 to see the number of students attaining English Language Proficiency by the end of the school year and AMA03 to see the adequate progress for the ELL subgroup. The data is very important in setting goals for educating ELLS. It is crucial for lesson planning and in helping ELL achieve progress.

4. For each program, answer the following:

- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

Paste response to questions here:

For each program, answer the following:

- Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?

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

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

The teachers are using the results of the ELL Interim Assessment to drive instruction. They focus on the results to see that the students' needs are met.

- What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?

Through the Interim ELL assessment each student has a student assessment profile as well as an item analysis report. On the report you can see where each individual student needs help and you can focus on these areas. You can use this data to help achieve proficiency on each level.

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](#).)

Paste response to question here:

All ELL students will be given a screening assessment. This will be done at the beginning of the school year. Over the year students will be getting quick checks of understanding called progress monitors throughout the year. Their progress will be measured by this. The school will use this data provided by assessments, student work and observations to see what targeted intervention the student needs. Students that do not make progress in Tier 1 based on screening and ongoing checks will be provided with additional instructional support to meet their needs. This instructional support can be additional instructional time, more intensive focus on an individual basis. The school will notify parents when the student moves from Tier 1 to Tier 2 or 3. These notices will be provided in the student's home language so it is understood by the parent. The notices will include information about their child's needs, what strategies are being used to help their child increase the rate of learning.

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

Paste response to question here:

Second Language Development is considered in instructional decisions. Instead of just giving directions to students, you specifically model what you can expect them to do. Providing sufficient response time for ELL students using a variety of concrete items, drawings or photographs to teach content area concepts. Making sure that assessments actually provide information to ascertain strengths and weaknesses and target the area of instructional need. Integrate ELL students' cultural experiences and background knowledge into the learning environment. Pair students with a reading and writing buddy who possibly speaks the same language. We keep our expectations high for our ELL's.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the second (target) language?
- What is the level of language proficiency in the second (target) language for EPs?
- How are EPs performing on State and City Assessments?

Paste response to questions here:

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

Paste response to question here:

Compare the data from the previous year to see what modalities the students improved in and where they are still having difficulty. We gear our instruction to help in the areas of difficulty and to continue to achieve success.

Part IV: ELL Identification Process

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

- 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](#).)

A licensed certified ESL teacher conducts the initial screening of students at registration. She administers the Home Language

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

At enrollment trained school staff members meet with parents to make an initial determination of the child's home language. The parent is given the home language survey which is translated into nine languages. The parents complete this to show what language the child speaks at home.

In spring ELLs are retested to determine their English proficiency using the NYSESLAT. We notify the parents of the results and program eligibility before the beginning of the school year. ELLs that continue to score below a certain level of English proficiency continue to be entitled to ELL services.

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

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

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

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

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

There is a parent orientation at the beginning of the school year. Parents watch a DVD that explains the different program choices and what options they have. At the orientation the parents are given the program selection form in their native language so that they are able to understand what they are signing. They are also given additional information about the program choices in their language. As new students arrive, there are additional parent orientations to explain the program choices and the program available.

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

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

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

There is an outreach plan for our school. If parents do not respond to the orientation letter sent home with student a telephone call is made to the home to see if the parent can come in for orientation. A letter is also mailed to the house in the parent's native language for them to come in for the orientation. The telephone call is made by the ESL teacher Mrs. Lifshitz in conjunction with other certified teachers. Mrs. Francis who speaks Creole and Mrs. Ramos who speaks Spanish. Interpreters from the office of translation and interpretations. The timeline for the orientation is within the ten days of enrollment.

P.S. 208 makes every effort to stay in contact with ELL parents from administering the HLIS to informing them of their child's eligibility for ELL services to collecting the forms that indicate the parent's program choice for their child. We provide parents of newly enrolled ELLs with information on the different ELL programs that are available. ELL's are placed in the appropriate program within ten days enrollment. The parent's choice and program availability determine program placement.

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 [\[see tool kit\]](#).)

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

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

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

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

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

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

After parents come for the parent orientation and fill out their parent choice form and survey, the ELPC screen is updated with the parent's choice of program. It could be free standing ESL, Bilingual or Dual Language program. The choice is entered into the ATS ELPC screen within 20 days of enrollment

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.

When giving the NYSESLAT exam all sections are given to all ELLs. The dates are adhered to and make up tests are given when needed. Test accommodations are given to ELL students when indicated. The NYS testing guide is followed with all instructions. Paste response to question here:

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. 

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

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

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

availability determines program placement for Ells.

Part V: ELL Programming

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])?

We consider many factors for delivering a successful instructional program. There are high expectations for ELL student achievement. Through informal and formal assessments progress is monitored. Instruction is geared according to the evidence of the assessment data. The curriculum and instruction are aligned to the CCLS Standards. There is ample planning time and time to collaborate with teachers and administrators. The administration and teachers know the needs of the ELL population. Parent and community involvement are always welcomed.

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

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

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

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

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

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

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
- a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

The ESL instructional minutes for each group are built into the ESL teachers program. The beginning and intermediate groups are seen for the 360 minutes per week and the advanced group is seen for 180 minutes per week.

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

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

. The ESL teacher meets with the content area teachers to find out what the student is having difficulty with. The ESL teacher uses the hands-on approach to teaching to help the ESL student. The ESL student is also given help on the computer.

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

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

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

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

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

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

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

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

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

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year? ELLS are assessed throughout the year on their work at the listening center speaking in a group and with their peers, through accountable talk. Writing in their classroom and in the ESL classroom using rubrics and through reading preassessments and post assessments as part of the Ready Gen Program. They are assessed through the Benchmark Assessments administered three times a year. ELLS are given the ELL periodic assessment in October and again in May to measure progress. The NYSESLAT review books are used for practice in all four modalities. This measures their progress.

Paste response to question here:

6. How do you differentiate instruction for ELL subgroups?
- Describe your instructional plan for SIFE.
 - Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - Describe your plan for ELLs receiving service 4 to 6 years.
 - Describe your plan for long-term ELLs (completed 6+ years).
 - Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Paste response to questions here:

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

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

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

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

Describe your plan for ELLs identified as having special needs. Students with special needs are given the mandates on all tests. They are grouped with their level according to the NYSESLAT results. We provide activities that are varied, motivating and challenging according to language proficiency, grade and ability level. These students must also acquire more advanced listening/comprehension skills in English which is accomplished through listening centers, story dictations and the balanced literacy approach to reading. Instruction must emphasize English reading and writing skills.

Students with disabilities will be seen by the ESL teacher and given instruction in English listening, comprehension and speaking skills. Reading and writing skills are introduced appropriately after conferring with the special education teacher about the student's progress. The special education student is included in all programs given at the school (eg. afterschool, extended day, SETSS, AIS Services).

e. After former ELLs achieve proficiency. I make sure that they are still given the testing modifications on State Tests for two years. They are invited to all school programs and title III afterschool programs. The ESL teacher collaborates with the classroom teacher to ensure that the teacher is aware that the student was a former ELL. The parent receives a letter in their home language that the student has tested out of the ESL program. Transitional services are provided for former limited English proficient students for one year. During this year instructional and support services such as AIS must be provided to former LEP/ELLs when the monitoring of their progress indicates a need for intervention. Any services that would help the student continue to progress toward the Common Core Standards may be provided including ESL instruction.

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?

Paste response to question here:

The instructional strategies used are differentiated instruction. This means that all students will not be doing the same activity in the same way all the time. This gives visual, verbal and tactile learners the opportunity to apply their strengths when learning.

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

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

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

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

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

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

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?

ELLs who are identified as having special needs are provided all accommodations according to their IEP. The IEP indicates specific test accommodations and promotional criteria for each individual student identified as having a disability. Some strategies used are one on one tutoring, counseling, SETTS and RTI and collaboration between teachers. Students are given grade level materials and have formal and informal assessments aligned with the NYS Common Core Learning Standards. Special Education teachers communicate with the ESL teacher to monitor the academic growth and languages acquisition of all ELL students with IEPs.

Courses Taught in Languages Other than English

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

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

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

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

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

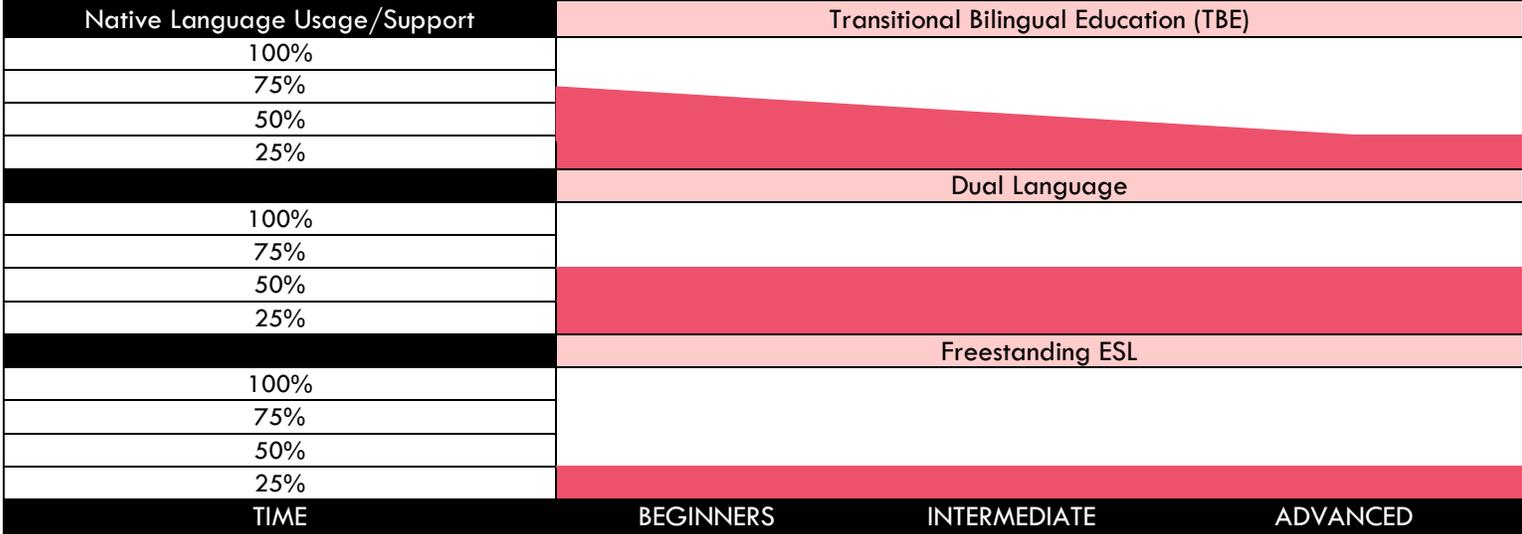
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

	Beginning	Intermediate	Advanced
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.



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.

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

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

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

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

Paste response to question here:

Our current program is effective . ELL's are moving ahead into the advanced level on the NYSESLAT and many of them have become proficient. ELLS have the opportunity to go to our science lab, computer lab, math lab and state of the art library, for instruction. This has helped them advance in the contest areas. Instruction in the ESL room incorporates, science, social studies, math as part of their language developments. Extra help is given to the ELLS in our extended program, Saturday Institute and our instructional block.

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

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

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

All of our services will remain the same for 2013-2014.

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

The RTI program is open to all ELL students and the rest of the school population. The ELL afterschool program is open to ELL's in K-5.

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

The Title III ELL Afterschool Institute was designed to supplement instruction for English Language Learners. The program was developed to increase English proficiency and literacy skills among ELL's. This program helps to increase instruction in literacy and language development. Instruction will be provided by a licensed and certified ESL teacher to beginning, intermediate and advanced ELL students in balanced literacy and English language skills. The emphasis of the program will be based on standard based instruction using the workshop model. The students will be involved in activities using the Imagine Learning English program. ESL techniques will be utilized in shared reading, guided reading, read-aloud, modeled writing, vocabulary development and

phonemic awareness.

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

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

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

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

The Imagine Learning English program is a technology-based program geared to ELL students in all content areas. There are individualized assessments for the student work.

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

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

Paste response to question here:

Students use glossaries, dictionaries and books in their native language. Group students of the same language for center activities so that they can assist each other and respond in their native language. This helps to make content comprehensible.

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

Paste response to question here:

Resources like library books, technology programs and workbooks correspond to the ELL'S age and grade level. Texts are carefully selected to target student's vocabulary development.

All curriculum support materials are age appropriate. These materials help the ELL become successful in our school.

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.

Paste response to question here:

Newly enrolled ELL's have a tour of the school when they register. They meet the ESL teacher also.

18. What language electives are offered to ELLs?

Paste response to question here:

There are no language electives offered.

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)?

Paste response to questions here:

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

10/01/2013 - Explanation of a Freestanding ESL Program

10/08/2013 - Meeting the needs of the Second Language Learner.

11/05/2013 - Use of Assessment binders, Student Data Performance assessments. DRA results, NYSESLAT and Lab-R results.

12/02/2013 - Danielson's Framework for Teaching Domain 1. Use of rubric for coding lessons.

12/19/2013 - Artifacts and customizing curriculum maps.

01/16/2014 - Advance support for teachers.

02/06/2014 - Small group and individual instruction to create a risk free reading environment - How to help ELL learners prepare for the standardized test.

2. Professional Development is offered through our network on a monthly basis. Staff Developers also come to our school to train teachers on developing lessons, for ELL using the CCLS.

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

Support is given to teachers to help the student transition to middle school. The ESL teacher provides information for different middle schools.

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

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?

Paste response to questions 1-4 here

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

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

- Parents participate on various committees including: Parent Teacher Association and the School Leadership Team.
- Parents are encouraged to participate in school activities ex-assemblies, field trips, learning walks and technology classes.
- All parent correspondence, including letters, flyers and other communication are translated into a variety of languages spoken by our multilingual families.
- Translators are available at meetings and in our main office.
- All parents of ELL's are invited to participate in Curriculum Night in September 2010 to receive information about our school. topics discussed are school expectations, city/state standards and school classroom curriculum. All ELL's and their parents will be invited to Family Movie Nights throughout the school year.
- P.S. 208 has a school leadership team and Parent Teacher Association. There are after school performances and family involvement evenings. Every few months there is a Family Movie Night. Parents of ELL's receive notifications to these events in their native languages.
- P.S. 208 evaluates the needs of parents using the DOE Learning Environment Survey. The surveys are published in all home languages. The Parent Involvement activities needs are addressed using the results of both the DOE Learning Environment Survey and the HLIS. Parents needs are met using the Language Interpretation and Translation Services when needed.

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

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

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

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

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

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

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

The workshops are geared to the suggestions the parents make.

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.

Paste response to question here:

Part VI: LAP Assurances

School Name: P.S. 208

School DBN: 18K208

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		11/15/13
	Assistant Principal		11/15/13
	Parent Coordinator		11/15/13
	ESL Teacher		11/15/13
	Parent		11/15/13
	Teacher/Subject Area		11/15/13
	Teacher/Subject Area		11/15/13
	Coach		
	Coach		
	Guidance Counselor		11/15/13
	Network Leader		
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

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

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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

Our school will provide each parent who speaks another language and who requires language assistance services with written notification of their rights regarding translation and interpretation services. They will also be instructed on how to obtain such services.

2. Our school will post in the lobby next to the main entrance, a sign in different languages indicating the room where a copy of the written notification can be obtained.