

**2014-15  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**DBN: (i.e. 01M001):**                   **29Q208**

**School Name:**                       **PS/IS208**

**Principal:**                           **DR. JAMES E. PHILEMY**

## Comprehensive Educational Plan Outline

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**Section 1: School Information Page**

**School Information**

School Level: Elementary and Middle School School Number (DBN): 29Q208  
School Type: Public School Grades Served: K - 8  
School Address: 74-30 Commonwealth Boulevard Bellerose, NY 11426  
Phone Number: 718-468-6420 Fax: 718-468-5054  
School Contact Person: James E. Philemy Email Address: jphilem@schools.nyc.gov  
Principal: James E. Philemy  
UFT Chapter Leader: Michael Harris  
Parents' Association President: Stephanie Bragg and Nakida Camille (Co-Presidents)  
SLT Chairperson: Patrick Dib  
Student Representative(s): \_\_\_\_\_

**District Information**

District: 29 Superintendent: Lenon Murray  
Superintendent's Office Address: 222-14 Jamaica Avenue Queens Village, NY 11428  
Superintendent's Email Address: Lmurray3@schools.nyc.gov  
Phone Number: 718-264-3146 Fax: 718-712-1598

**Cluster and Network Information**

Cluster Number: 2 Cluster Leader: Despina Zaharakis  
Network Number: 05 Network Leader: Joanne Joyner-Wells

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk\*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.\*\*
- The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
James E. Philemy	*Principal or Designee	
Michael Harris	*UFT Chapter Leader or Designee	
Stephanie Bragg	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Patrick Dib	Teacher	
Catherine Kilkenny	Teacher	
Sue Friedman	Teacher	
Rachel Thomas	Assistant Principal	
Carol McPherson	Parent	
Nicoleau Fee	Parent	
Maryam Lamont	Parent	
Nakida Camille	Parent	
Bida Waldo	Parent	
	Member/	
	Member/	

\*\*Signature of constituent only indicates consultation in the development of the CEP, not approval.

### Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

#### The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

<b>The Six Elements of the Capacity Framework</b>	
<ul style="list-style-type: none"> <li> <b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.                 </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.                 </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.                 </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.                 </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.                 </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and                 </li> </ul>	

administrators value each other.

## **The Quality Review and the Capacity Framework**

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### **NYCDOE's Quality Review (QR)**

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

### **Next Steps for CEP Development**

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school’s community and its unique/important characteristics, including your school’s mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

P.S./I.S. 208 is a random selection school. It is a combined elementary and intermediate school with 703 students from Kindergarten through Grade 8. This school is located in the Bellerose section of Queens, New York. This K to 8 School opened in September, 2003 with approximately 650 students from culturally diverse backgrounds. The school population attracted students from all sections of District 29: Hollis, St. Albans, Cambria Heights, Laurelton, Rosedale, Jamaica, Queens Village and Springfield Gardens. The students in grades K-5 were randomly selected by a lottery process that took place in February and the students in grades 6-8 were selected through middle school choice.

The average attendance rate for both students and teachers for the school year 2013/2014 was 96%. P.S./I.S. 208’s ethnic make-up is the following: 77% Black; 11% Hispanic; 2%, White, 9% Asian students and other 1%. The student body includes 2% English language learners and 19 % special education students. Boys performing in the lowest third account for 46.4% in ELA and 41.3% in math.

The mission of our school is to prepare the leaders of tomorrow by building a nested community of learners where every participant is fully engaged in document-based questions, performance oriented tasks, accountable talk, scientific research strategies and inquiry-based skills; as well as creating a nurturing learning environment via sound instructional practices, shared consent and differentiated learning. Additionally, we will empower children to become self-sufficient and responsible. At P.S./I.S. 208Q, we will create lifelong learners and children who are proficient in the art of Sciences and the Science of the Arts.

P.S./I.S. 208 is a kaleidoscope of cultures that values partnerships. The school strives to provide a seamless approach to enhancing the opportunities and creativity of the teachers. Teachers play an integral role in the learning process. They really make a difference in the learning that takes place in the lives of our children. We share a common interest in guiding our students to successfully meet the performance standards.

As we develop the whole child physically, socially, intellectually, emotionally and academically, P.S./I.S. 208 holds everyone to a very high standard of performance and achievement in order to attain academic success. We are committed to fostering good parent-teacher, parent-administrator, and student-teacher participation. Our intention is to utilize all resources to develop standards-based, performance-driven educational programs to enhance daily instruction. Our belief is that we need to build on children’s prior knowledge, cultivate and nurture their energies and the spirit they bring to our learning environment, in order to meet the requirements for college and career readiness. Our focus is clear, coherent and consistent. We set high performance goals for all:

“We Educate the Whole Child”

In reviewing the educational program of P.S. /I.S. 208, analyzing the reports generated by the Quality Review, and assessing the performance standards of our children in all core subjects, we have identified the following strengths, challenges and accomplishments:

### **School’s Strengths**

The school is organized in nested communities of learners where everyone is engaged in professional learning communities to research and analyze new strategies that are aligned with a refined and progressive pedagogy that will lead to college and career readiness for every child. To ensure adherence to rigorous teaching and learning, the school has provided the following support:

- Teachers and students use a variety of software such as: School Net, MYON, Dream box, Destination Reading, and authentic assessments to gather information about what students know and what they can do in fine details to monitor performance and progress..
- All teaching staff members were trained in differentiating instruction.
- Teachers provide regular feedback to students in order for them to increase their performance and progress.
- Administration provides feedback on a regular basis to teachers in order for them to improve their pedagogy and to increase the rigor in their classrooms to ensure high levels of student engagement.
- The school established a series of monitoring system dealing with attendance rigorous instruction, community and family involvement, collaborative leadership, and student engagement.
- Increase usage of technology to reinforce teaching and learning.
- Integration of the arts in all subject areas by most teachers.
- On-going professional development to encourage collegiality and sharing.
- More than 90% of the teaching staff is involved in inquiry work.
- Teachers are involved in the decision-making process in the building as far as reviewing new curricula to establish relevance and rigor of the materials.
- Establish a Data Team and Teacher Teams across and on the grade levels to provide on-going data analysis in order to spot differences in progress among various groups of students school wide
- Establish clear expectations and academic rigor in a thinking curriculum to provide very detailed information about students' progress towards their goals.
- The school has very high professional expectations of its teachers, and holds them accountable for students' progress.
- Information is collected from frequent classroom observations and walk-throughs and used effectively to improve instruction.
- Ongoing open Communication with parents to improve children's performance and progress.
- Setting individual goals.
- Teachers collaborate very effectively across grades, and between grades, to share good practice and improve instruction as evident by the implementation of the "Learning Ensemble."
- Provide effective/additional support; i.e. , push-in, pull-out, Circular 6, test preps (Practice to Practice) AIS, and peer tutoring to students with the greatest needs to improve instruction.
- Establish teacher teams across and within the grades. Provide a support system to new teachers to ensure that they have on-going professional development from the administration and their colleagues.
- Partner with external organizations to enrich the curriculum and promote better learning via professional development for all staff members.

### **School's Challenges**

- Budget constraints.
- Outdated computers and technology equipment.

### **School's Accomplishments**

Our school has earned recognition as a school in Good Standing, since we have met our AYP in all subjects for all subgroups by the University of the State of New York Education Department. We have also met our target in all areas of the NYC Department of Education School Quality Guide Report.

This school hosts a variety of activities to promote the social/emotional growth of our students such as

- Saturday Academy to enrich children in activities other than the academia.
- Grade wide and vertical Curriculum Planning for teachers.

- Day of Learning for Parents: a series of workshops to help them support learning at home.
- Students inducted into the National Junior Honor Society.
- CHAMPS extracurricular sports program
- SASF middle school initiative.
- We celebrate our accomplishments:
  - Science Fair
  - Multi-cultural day
  - Author's Day
  - Commitment ceremonies
  - Dr. Martin Luther King Tribute
  - Character Literacy Day
  - Career Day
  - Tolerance Day
  
- We study a "Country of the Month" and a "State of the Month" and "character trait of the month". This culminates with a Multi-cultural celebration in May.

At P.S./I.S. 208, we create lifelong learners and children who are proficient in the Art of Sciences and the Science of the Arts.

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5A – Capacity Framework Element - Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Our School Quality Guide and Snapshot shows that the median adjusted growth percentile for the school in ELA was 65 % and 63% in Math. The data shows that our students on Level 3 and Level 4 did not make enough progress.

#### STRENGTHS:

- Curriculum Planning
- Looking at Student Work
- Professional Development
- Formative Assessment
- Teacher Created Assessments
- Frequent Classroom Visit/Intervisitations/Feedback
- Peer to Peer Mentoring and Tutoring

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015 the students on Levels 2, 3 and 4, will show at least 3% performance and progress on the ELA State Exam.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>			
Peer to Peer Mentoring- We will foster a collaboration between teachers whereby experience teachers will collaborate with novices to discuss, share and explore instructional strategies	New and developing teachers	November 2014 – June 2015	Teachers
We will implement a Scholars Enrichment Program directed towards Level s 2 through 4 students to increase their progress and	Level s 2 through 4	January 2015 –	Teachers Administration

performance on the ELA State Exam	students	April 2015	
Professional Development on Rigorous Instruction Strategies- Teachers will participate in ongoing professional development on rigorous instructions and student engagement.	Teachers	September 2014 – June 2015	Teachers Administration
Implement a program of differentiation in instruction and homework for students	Level s 2 through 4 students	October 2014 – June 2015	Teachers Administration

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Funding to provide coverage for teachers to attend professional development and to participate in intra/inter visitations.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

In January 2015, all benchmark assessments and Midterm Exams will be reviewed to assess students performance and progress.

**Part 6b.** Complete in **February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	Yes		No
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2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Our 2013 School Quality Snapshot shows that only 75 % of students feel safe in school, and 61 % of our students say that they are treated with respect by their peers.

#### STRENGTHS:

- Tolerance Day
- Anti-Bullying Week
- Service in Schools Initiative to bring children’s awareness to social and health issues that are relevant to our society.
- Peer Mentoring

#### NEEDS:

- Positive Behavioral Interventions and Supports (PBIS)
- More rigorous implementation of Tolerance curriculum in the classroom

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015 we will see a 5% increase in the total number of students that feel safe and 4% increase in the number of students who say they are treated with respect in school as evidenced on the School Survey.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>3. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>4. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>5. Strategies to increase parent involvement and engagement</li> <li>6. Activities that address the Capacity Framework element of Trust</li> </ol>			
Mentoring Boys to become Successful Men- A school wide initiative that promotes self-motivation, positive self-image, and academic excellence in boys.	Boys K - 5	September 2014 - June 2015	Dr. Philemy, Mr. Hunter and Ms. Thomas
Friday Madness – a sporting event that takes place on Fridays to foster healthy competition among middle school children and to foster team building, collaboration and a sense of community./ Clubs- Middle school students and teachers make choices about what extra curricula activities they would like to participate in based on	Girls and Boys Grades 6 - 8	October 2014 – June 2015	Teachers of Grades 6 – 8, Physical Education Teachers and Ms. Mandell

interest.			
Commitment Ceremonies for Parents, Students and Teachers- Students, Teachers and Parents take a pledge to commit themselves to high standards of teaching and learning.	Grades K – 8, Staff and Families	October 2014	Administration and Staff
Tolerance Days- 1 day a month students, and staff learn about acceptance of others, and celebration of peoples’ differences. Anti-Bullying/Respect for All- a campaign to promote positive character traits and appropriate behavior, respect, tolerance and self-awareness.	K – 8 Teachers and Parents	September 2014 – June 2015	Administration, Staff, P.T.A. and All-Pro Dads

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Funding, participation from parents as chaperones, supplies and materials.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
7. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
8. Specify a timeframe for mid-point progress monitoring activities.				
By January 2015, a town-hall meeting and survey will be conducted to assess the impact of the various programs that are in place, which promote safety and respect.				
<b>Part 6b.</b> Complete in February 2015.				
9.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	Yes	No
10.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5C – Capacity Framework Element - Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

On our 2013 School Environment Survey, only 89% of teachers feel that they are being supported in their subject area.

#### STRENGTHS:

- School Academic Leadership Team
- Collaborative Teacher Teams
- Collaborative Inquiry Team
- Inter / Intra Visitations

#### NEEDS:

- Professional Learning Communities
- Ongoing Professional Development
- Provide a higher level of engagement for individual instruction.
- More rigorous instruction.
- Interdisciplinary teaching (Social Studies supports Literacy and Science supports Math)
- Project Based Learning

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 95% of teachers will have engaged in at least two Professional Learning Communities of their choice.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
11. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 12. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 13. Strategies to increase parent involvement and engagement 14. Activities that address the Capacity Framework element of Trust			
Implementation and application of skills and strategies learned through Professional Learning Communities. Teachers from all Professional Learning Communities will have the opportunity to	Teachers	September 2014 – June 2015	Teachers/ Administration

present to the entire staff, their findings, discoveries and applications as they relate to their collective inquiry and action research on their topic of interest.			
Teacher Teams / Curriculum Planning – teachers work together as teams, on grades level and across grades level to revise the various curricula in use and align them with the Common Core Learning Standards.	Teachers /Students	September – 2014 June 2015	Teachers/ Administration
Collaborative Inquiry / Looking at Student Work - teachers work collaboratively to analyze student work in order to explore new implications for teaching and learning.	Teachers and Students	October 2014 – June 2015	Teachers Administration
Professional Development on Rigorous Student Engagement in all Content Areas – teachers participate in professional development on Depth of Knowledge, the Instructional Shifts and student engagement on differentiation.	Teachers	October 2014 – June 2015	Teachers Administration Network Support Staff

#### **Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Funding, Coverages, Professional Resources

#### **Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

#### **Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
15. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
16. Specify a timeframe for mid-point progress monitoring activities.				
In January 2015, we will review and analyze the feedback provided by teachers on the following forms: Collaborative Inquiry Form, P.L.C. Feedback / Protocol Form and Curriculum Planning Reflection Form to determine whether their professional needs have been met.				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
17.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		x	Yes
18.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			No

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5D – Capacity Framework Element - Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Based on the 2013-2014 MOTP Final Report, 17% of our teaching staff were evaluated as Highly Effective as indicated on their final teacher evaluation report.

#### STRENGTHS:

- Collaborative Leadership
- Actionable Feedback
- Rotation of Grade Leaders
- Department and Grade Meetings
- Interdisciplinary approach / multiple representation

#### NEEDS:

- Ongoing professional development based on teacher need (s).
- Resources (i.e. – technology funding)

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2013, the 3 members of the Administrative Staff, will conduct at least 4 observations (one formal and 3 informal or 4 informal) or 6 informal observations of every teacher and give feedback based on Danielson’s Framework to improve teachers’ pedagogy and assess their professional growth along a continuum of performances.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
19. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 20. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 21. Strategies to increase parent involvement and engagement 22. Activities that address the Capacity Framework element of Trust			
Informal observations / Feedback	Teachers	October 2014– June 2015	Administration

Formal Observations / Feedback	Teachers	October 2014 – June 2015	Administration
Planning and Preparation	Teachers	October 2014 – June 2015	Administration
Inter / Intra Visitations and Reflections	Teachers	October 2014 - - June 2015	Mentor teachers and Highly Effective teachers

#### **Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Changes in schedule so that our teachers can attend Inter / Intra Visitations with colleagues who are Highly Effective.

#### **Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

#### **Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

23. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
24. Specify a timeframe for mid-point progress monitoring activities.

February 2015 – mid-year review of teachers’ performance based on observations and student progress

#### **Part 6b.** Complete in **February 2015.**

25.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	Yes		No
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26. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5E – Capacity Framework Element - Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Based on the 2013-2014 School Learning Environment Survey, only 69% of parents agreed that the school offered a wide variety of activities and services to help improve life outcomes for children.

#### STRENGTHS:

- Saturday Academy
- Commitment Ceremonies
- Days of Learning
- Scholars and Parents Luncheon
- Student of the Month Recognition
- Senior Committee
- All Pro-Dads
- Communication with parents (newsletters, phone messenger, school calendar, etc. )
- Sports and Arts Foundation After School Program
- P.T.A. After School Program
- P.T.A. Parent Volunteers
- Service In-School (Community Based Activities)

#### NEEDS:

- Higher attendance at P.T.A. meetings and school events
- Parent workshops with a focus on social services available within the community
- Networking - community based organization outreach

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, a minimum of 74% of parents will agree that the school offers a wide variety of activities and services to improve life outcomes for their children.

### Part 3 – Action Plan

**Activities/Strategies:** Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:  
 27. Research-based instructional programs, professional development, and/or systems and structures needed to

**Target Group(s)**  
*Who will be targeted?*

**Timeline**  
*What is the start and end date?*

**Key Personnel**  
*Who is responsible for implementing and overseeing the activity/strategy?*

<p>28. impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>29. Strategies to increase parent involvement and engagement</p> <p>30. Activities that address the Capacity Framework element of Trust</p>			
Increase parent involvement via. Parent workshops based on parents' surveyed needs. The school will conduct a series of three "Days of Learning-Parent Workshops" on the latest trends of the CCLS and to inform them of the rigor of the various curricula in use. The Parent Coordinator will solicit more parental involvement via: School Messenger, twitter, Monthly School Calendar and presentations at P.T.A. Meetings.	Parents/Families	September 2014- June 2015	Parent Coordinator, P.T.A., Administration, Teachers, Community Agencies
Network with Community-Based Organizations for extra curricula support and services. The Parent Coordinator will network with local community-based organizations to support school events and programs that will enhance student achievement.	Parents, Staff and Community	October 2014 – June 2015	Parent Coordinator, P.T.A., Administration, Teachers, Community Agencies
Multicultural Celebration is a culminating activity that is celebrated in May which highlights our school-wide monthly study of a country of the month. Parents, students and staff are invited to explore the culture, the land, the civilizations and the customs, of the various countries studied as displayed in the hall and class exhibits.	Parents, Staff and Community	October 2014 – June 2015	Parent Coordinator, P.T.A., Administration, Teachers, Community Agencies

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Human Resources, Parent volunteers and funding.

**Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

P.T.A. donated funds.

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:



## Section 6: Academic Intervention Services (AIS)

*(Required for All Schools)*

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	All Level 2 students in Grades 6 – 8 based on teacher assessment, evaluation and recommendation. All students with a raw score of less than 299 in ELA (Grade 3); 296 (Grade 4) and 297 (Grade 5)	Focus Group	Small Group	1x per week
<b>Mathematics</b>	All students with a raw score of less than 293 (Grade 3); 284 (Grade 4) and 289 (Grade 5) in Math.	Focus Group	Small Group	1x per week
<b>Science</b>	All Level 2 students in Grades 6 – 8 based on teacher assessment, evaluation and recommendation.	Push in / Pull out	Small Group	2x per week
<b>Social Studies</b>	All Level 2 students in Grades 6 – 8 based on teacher assessment, evaluation and recommendation.	Push in / Pull out	Small Group	2x per week
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Based on teacher and P.P.C. recommendations.	Intervention and Prevention	Individual and small group	1x per week as needed.

## Section 7: Title I Program Information

### Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

### Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>	<b>X</b>	<b>Non-Title I</b>
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### Part 2: All Title I Schools

#### **2a. 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.

#### **2b. 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).

### Part 3: TA Schools Only

#### **3a. Use of Program Resources**

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

#### **3b. 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).

### Part 4: SWP Schools Only

**4a. 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.).

**4b. 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.

**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 codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) 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 consolidated<sup>2</sup>. **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. (Refer to Galaxy for FY '15 school allocation amounts.)	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 has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

**<sup>1</sup>Explanation/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.

<sup>2</sup>The **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.

## Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

*(Required for All Title I Schools)*

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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### 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 the school. **[School name]**, 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 the school and the families. The 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 the school community. **[School name]** 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

The 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;
- 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 (SPC) Template

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

#### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

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

**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 <b>29</b>	Borough <b>Queens</b>	School Number <b>208</b>
School Name <b>PS/IS 208</b>		

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

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>734</b>	Total number of ELLs	<b>11</b>	ELLs as share of total student population (%)	<b>1.50%</b>
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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														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
SELECT ONE		2	1		1	1								5
SELECT ONE	2			2	1	1								6
<b>Total</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>11</b>						

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	7	Newcomers (ELLs receiving service 0-3 years)	7	ELL Students with Disabilities	4
SIFE	0	ELLs receiving service 4-6 years	4	Long-Term (completed 6+ years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [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	7	0	4	4	0	2	0	0	0	11

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		
<b>Total</b>	7	0	4	0	2	0	0	0	11	
Number of ELLs who have an alternate placement paraprofessional: _____										

**C. Home Language Breakdown and ELL Programs**

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

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

## Part III: Assessment Analysis

### Assessment Breakdown

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

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)					1									1
Intermediate(I)						1								1
Advanced (A)	4	3		2										9
Total	4	3	0	2	1	1	0	0	0	0	0	0	0	11

**NYSESLAT Modality Analysis**

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

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1								1
8									0

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.  
We use the following assessment tools for ELLs at PS 208Q: LAB R results are analyzed, Kindergarten People, Ready Gen Performance Based Unit Assessment, MOSL Performance Based Assessment, and informal assessments by reading and classroom teachers. Newly arrived ELLs have difficulty reading and understanding English due to their lack of English proficiency. We work on

them reaching benchmarks for variety of skills from phonemic awareness to reading comprehension. The greatest need seems be reading comprehension and writing in grades 1, 2, 3,4 and 7. In kindergarten,the greatest need is phonemic awareness and sight vocabulary. They are provided with additional time if needed. In math, our ELLs tend to do better but struggle with word problems for the same reason.

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

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

- All three levels (beginning, intermediate and advanced) students scored highest in speaking modality.
- The next highest scores across proficiency levels (beginning, intermediate and advanced) was listening modality.
- After listening, the assessments reveal that writing is the next strongest area for ELLs
- Reading modality is the most challenging area for our ELLs across all three levels of proficiency (beginning, intermediate and advanced)

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

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

Our assessment analysis of the LAB-R and NYSESLAT indicate that ELLs need strengthening in all modalities but especially in reading and writing. We will continue to align our ESL program to meet the Common Core Learning Standards. This data drives instruction. Information about Annual Measurable Achievement Objectives indicate our ELLs continuously show progress. The data reveals that reading and writing skills need to be emphasized.

4. For each program, answer the following:

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

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

b. N/A

c. N/A

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

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

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

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

7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?

N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
We evaluate our success by the number of students who show progress on NYSESLAT and NYS assessment.

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
HLIS is completed with the assistance of a pedagogue. Based on incoming students' Home Language Identification Surveys (HLIS), they are given an informal oral interview by the ESL teachers or trained pedagogue, in English and their native language. The LAB-R is administered within 10 school days in order to determine ESL eligibility. For Hispanic ELLs, the Spanish LAB is administered to determine language proficiency by a bilingual teacher, Lina Vargas. Bilingual staff members are available during the interview process for translation purposes as necessary. The HLIS is given in translated versions when necessary. The LAB-R is administered when necessary based on students' Home Language Identification Survey responses and within 10 days after registration, the student is administered the LABR and the Parent Orientation takes place, if the child is an ELL. In ATS, the RLER report is generated to determine which ELLs are eligible for LAB-R and NYSESLAT testing.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.  
ELL parent orientations are held (10 days after admission) at the beginning of each year and will continue to be held throughout the year for parents of newly enrolled students. The meetings are conducted by the ESL teacher, parent coordinator and bilingual staff, who are available to translate. The parents sign in and receive an agenda, Parent Survey/Program Selection Forms, and Parent brochures (in their native language if available). They view the translated parent orientation video in their native language, and have an opportunity to ask questions so they understand the three choices of programs available. Parents unable to attend the orientation are contacted by a bilingual staff member or through a translated letter in order to schedule a make-up meeting.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)  
In the beginning of the year RLAT is reviewed to determine which students receive letters of Continued Entitlement and which students tested out. These returned letters are kept on file with ESL teacher. RLER /LAB is generated to determine which students are eligible for LABR administration. For students who are in the ESL Program, translated letters to invite the parents to the Parent Orientation are sent home. During the Parent Orientation translated entitlement letters and translated Parent Survey and Program Selection forms are distributed. Bilingual staff are available to translate and all necessary materials are given to parents in their native languages whenever possible. All materials are returned to the ESL teachers in a timely and organized manner. Parents unable to attend are contacted to attend ongoing meetings. Parents sign the selection form after reviewing the video. All of our ELLs have a Parent Selection Form in their cumulative folder and office copy is on file.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.  
Freestanding ESL is the program offered at PS/IS 208Q, and it has been the request of most of the parents of English Language Learners. During the course of the year, both the ESL and classroom teachers meet with parents during Parent Teacher Conference time as well as other scheduled times to evaluate their needs. Bilingual staff are available to translate during the meetings. Students are given ESL instruction based on their performance on the LAB-R and NYSESLAT tests. Spanish LAB is administered to

newly enrolled Hispanic ELLs. Parents are informed in their native language if their children are enrolled in the ESL program. Also students who test out of LABR and NYSESLAT are given translated letters to inform parents.

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

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

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.   
All the parents of our 11 ESL students have chosen a Free-Standing ESL program. Our program model is aligned with parental requests. If a minimum of 15 parents who speak the same language in contiguous grades request a bilingual or dual language program, then we will open one based on their requests.

## 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])?

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

Students are grouped heterogeneously by need and grade level in our push in and pull-out ESL instructional program. When possible, the ESL push in is during the literacy block so comprehension is maximized. English Language Learners are receiving the New York State mandated ESL/ELA allotted instruction time based on student proficiency levels based on individual LABR and NYSESLAT testing data. Beginning and intermediate level ELLs are receiving 360 minutes of ESL instruction weekly. Advanced level ELLs are receiving 180 minutes of ESL and 180 minutes of ELA instruction weekly, per Part 154. Planning arrangements between ESL and classroom teachers take place during common preps and extended day. Materials used are ReadyGen and Go Math.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?

- a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

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

The following strategies and practices are used for all our ELLs (less than three years, and 4 to 6 years- we have no long term ELLs this year): Tier II and III vocabulary work, journal writing, drama, poetry, chanting, singing, choral speaking, computer word processing, book making, reader's theater, cooking and puppetry. All instruction is delivered in English. Reading, writing and mathematics skills are reinforced with special attention given to the conventions of grammar and usage. Real-life experiences are provided to increase and encourage the use of English vocabulary. Cooperative learning groups, paired learning, thematic units, Word Walls, graphic organizers, Total Physical Response, teacher modeling and trips are all part of instruction. We also utilize a web based English language program from Rosetta Stone as a technical and tactile tool towards English proficiency. Scaffolding techniques are always used to facilitate and enhance learning while making the content and language instruction comprehensible for English Language Learners. The following scaffolding strategies are implemented in order to support students' understanding of the academic curriculum: Modeling when introducing a new task, learners need to see or hear what a developed product looks like; Bridging activities access prior knowledge to establish the basis for new information. This includes brainstorming, anticipatory charts and identifying related literature and experiences; Contextualization which refers to putting words in context in order to convey meaning of unfamiliar words using visuals, manipulatives, graphic organizers, and other realia services; Schema building which involves bringing to light the connections that exist between and across concepts and the curriculum. Strategies such as graphic organizers, story mapping, jigsaw, etc... help students gain a wider understanding of how concepts fit together; Metacognitive development involves the explicit teaching and learning of strategies that enable students to become autonomous learners; such as thinking maps, KWL activities, think alouds, and reading with a focus; Text representation which involves taking a known text and changing it for a new purpose using a different genre such as dramatizations, storyboards and post cards. In addition, cooperative learning strategies are very useful in helping English Language Learners improve their listening, speaking, reading, and writing skills. Additional strategies used to facilitate language acquisition are predictable and consistent classroom routines, aided diagrams, lists, and easy to read schedules on the board or on charts to which the teacher refers frequently. Also employed is additional time and opportunities for practice, emphasizing vocabulary development by identifying and clarifying difficult words and passages within texts in order to facilitate comprehension, summarizing and paraphrasing text, and always targeting both content and English language objectives.

Though English Language Learners are grouped according to both English proficiency and grade, differentiated groups are formed within each class in order to further meet the needs of individual students. ELLs are continually monitored both formally

(tests) and informally (observations). Among our more formal assessments are Ready Gen Performance Based Unit Assessment, MOSL Performance Based Assessment and School Net. The data from each assessment is gathered by the teachers and shared with the ESL teachers. The teachers meet on a continuous basis to analyze the data and determine the proper skills/lessons to be taught. Students are taught in strategy and guided groups according to their individual levels of proficiency in each skill area addressed. Furthermore, English Language Learners are given additional support when necessary in ELA, math and other content areas through the use of intervention programs such as Wilson Reading Systems (grades 1-5), At Risk SETSS , Rtl, extended day, and summer school.

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

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

ELLs are given the opportunity to take the SED in translated versions, if necessary. Bilingual staff are involved with ELLs who need assistance. Native language books, dictionaries, and glossaries are available. In addition, computer software is used to differentiate instruction and facilitate language acquisition. Our ESL teachers meet with the classroom teachers and together they continually discuss and plan instruction for our ELLs in order to ensure cohesion across the school day and in every content area. Writing samples in the native language is used to determine native language and content knowledge . Native language is incorporated into English instruction as a support to clarify, build prior knowledge, extend comprehension and bridge experiences. This is done through technology, bilingual staff, peers, native language materials and flexible groups.

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

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

6. How do you differentiate instruction for ELL subgroups?

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

We differentiate instruction for all of our English Language Learners.

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

b. Our newcomers are continually assessed and closely monitored throughout the school year. Based on the students' needs, and abilities, they are given ESL support towards English proficiency as well as meeting the curriculum needs of their grade. All newcomers receive their mandated 360 minutes of ESL instruction each week in order to support their efforts towards success. For our ELLs who must take the NYS ELA after one year, in addition to the support we give them during their mandated sessions each week. We also ensure that ESL testing modifications are in place at the time of the standardized exam as well as all exams in preparation for the NYS ELA. Support programs such as Rtl, Extended Day, AIS and guidance, as necessary. Peer tutoring is also available if needed and lessons in content areas are designed to meet standards while we differentiate instruction to meet student needs. Strategies we implement when addressing the language demands of teaching content to our ELLs are: teaching Tier II and III vocabulary, visuals, building background knowledge, promoting language development through cooperative learning groups, and using native language support .

c. Our plan for ELLs receiving service for 4 to 6 years is once again to follow their required instructional ESL time each week. As we do with our newcomers, we continually assess their English proficiency as well as the curriculum needs in their grade and use this data to drive our instruction and create a safe and effective educational atmosphere for them. Rtl, Extended Day, guidance, bilingual glossaries, bilingual libraries and peer tutoring are available when necessary. Lessons in content areas are designed to meet standards while we differentiate instruction to meet student needs. Strategies we implement when addressing the language demands of teaching content to our ELLs are: teaching Tier II and III vocabulary, visuals, building background knowledge, promoting language development through cooperative learning groups, and using native language support .

d. We currently do not have any long term ELLs. In the event that we do have long term ELLs, we will address each student's

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

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

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

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

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

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

**Courses Taught in Languages Other than English**

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

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for all ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for all ELLs as required under CR Part 154			180 minutes per week

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

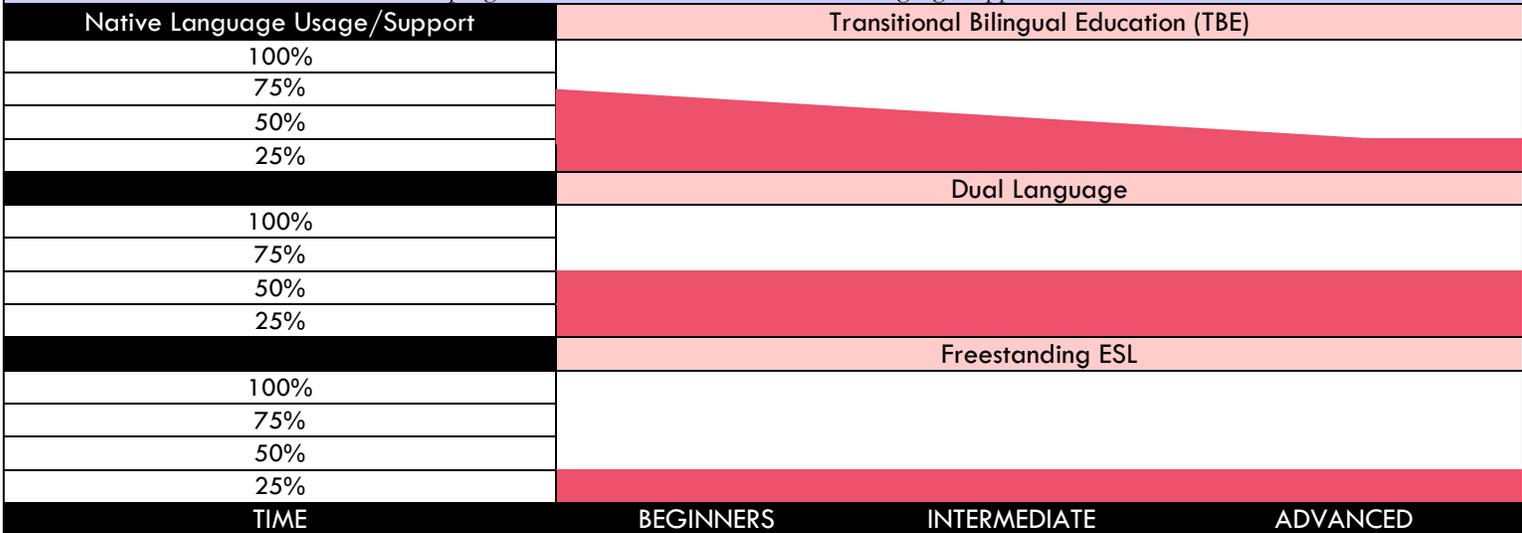
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**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.  
All of our students receive differentiated instruction in ELA, math and other content areas. Our ELLs are no exception. We offer our ELLs individualized instruction targeting their English language needs as well as their curriculum needs towards meeting the Common Core Learning Standards. English Language Learners are given additional support when necessary in ELA, math and other content areas through the use of intervention programs such as Wilson Reading Systems (grades 1-5), Foundations (K-2), SETSS, Rtl, and summer school. NYS bilingual glossaries are provided in different content areas in order to support each child's understanding of the lesson and materials. These interventions are in English.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
Each year administration as well as our ESL teacher review the data of our ELLs. We look for patterns and trends that may need to be addressed. We order, develop and follow programs that meet the needs of our students and allow us to differentiate in order to meet each child's individual needs. We collaborate with classroom teachers and meet with network support specialists in an effort to ensure that each student is receiving the highest level of education in order to meet or exceed the Common Core Learning Standards. Success is measured as per our ELLs gains on both formal and informal assessments. Year after year, we are noting our ELLs progress on their NYSESLAT testing as well as other SED tests. Our ESL program at PS 208 is successful for the following reasons: we tap into student's prior knowledge, we give individual support, scaffolding and differentiation techniques are used, collaborative learning, thematic instruction is utilized, and meaningful and standards based language use across curriculum at student's instructional level.
11. What new programs or improvements will be considered for the upcoming school year?  
Each year, we assess the work done in the previous year, and focus our attention to what worked and what needs improvement. This year, we have decided to deepen our work in differentiation with all of our students including our ELLs.
12. What programs/services for ELLs will be discontinued and why?  
None of our programs will be discontinued. We are pleased with our ELLs progress and will continue to differentiate our instruction and deepen our work towards academic rigor.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
All ELLs are greatly encouraged to attend our district wide Title III summer school program. In addition, they have the opportunity to participate in our Champs Program, Inquiry Focus Group, Boy's Reading Club, Club activities, electives (art, dance), extended day, PTA After School, trips, etc. There is equity amongst all of our student population. ELLs are given given the same opportunities as the rest of the PS 208Q students.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?  
Instructional materials used in the school are Ready Gen and Go Math. Many classrooms have a Smart Board that is used with all of our students including our ELLs. In addition, we have laptops of which all teachers including our ESL teachers have access to. We have leveled libraries available for all of our students including our ELLs to check out books on their independent reading levels. We have hands on tools such manipulatives for use in mathematics instruction. In addition, the following materials are used to support the learning of ELLs – computer software including thesauruses, picture dictionaries (Oxford and Longman) with accompanying CDs, Amazing English, Avenues, Imagine, Words Their Way for word work, vocabulary and writing, guided reading books, Big Books, picture books with accompanying audio cassettes, videos with accompanying books, Paired books (fiction and nonfiction about the same topic), sentence builder links, classroom library of picture books, chapter books, poetry, science, social studies and math books, games and maps.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?  
Throughout each program model, ELLs are given the opportunity to express themselves in their native language when needed through their writing. When incoming ELLs arrive from other countries, we try to team them up with students who speak their language or place them in classrooms where there is a paraprofessional who speaks their language. We want our ELLs to feel comfortable and confident in asking questions and expressing themselves. We also have bilingual dictionaries and bilingual libraries available for their use. At PS 208 we have respect for and celebrate the linguistic and cultural diversity of students. There is always collaboration between school, home and community. Native language is incorporated into English instruction as a support to clarify, build prior knowledge, extend comprehension and bridge experiences. This is done through technology, bilingual staff, peers, native language materials and flexible groups.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

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

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

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

18. What language electives are offered to ELLs?

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

19. For schools with dual language programs:

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

N/A

### C. Professional Development and Support for School Staff

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

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

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

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

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

## D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
  1. At PS 208Q, we have high parent involvement. Parents are encouraged to get involved in school activities. We offer parents numerous times throughout the year when they can participate in activities with their children both during the school day and during after school events. We have parent workshops, school trips, food festivals, class activities, shows, museum visits, plays and various other activities. Many staff members speak second languages and are available to translate when necessary. Parents of ELLs are active participants in all of the PS 208Q extra curricular parent activities. The Translation and Interpretation Unit is used if necessary.
  2. We partner with Long Island Jewish Hospital, Met Life, Fire Department and various banks to provide workshops to ELL parents. We always translate pertinent information and have staff members avail themselves as interpreters on an as needed basis. In addition we use the Translation and Interpretation Unit.
  3. We evaluate the needs of parents through our PTA meetings, and through our ongoing communication with parents, teachers and our parent coordinator. We always have translators available.
  4. Again, we have ongoing communication with parents during PTA meetings, parent/teacher meetings and with our parent coordinator. We encourage feedback from parents throughout the year and have bilingual staff members available for translation purposes. At PS 208, we greatly value our parental involvement and create many opportunities throughout the year for parents to attend both in school and after school programs and activities. Workshops on parental guidance, test taking support in ELA an math, bullying and cyber bullying are amongst some of the parental workshops addressed to all PS 208 parents including our ESL parents.

## E. Additional Information

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

## Part VI: LAP Assurances

**School Name: PS/IS 208**

**School DBN: 29Q208**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
James Philemy	Principal		
Rachel Thomas	Assistant Principal		
Debral Mason	Parent Coordinator		
Zipora Cysner	ESL Teacher		
Arthur Kent	Parent		
Mary Sweeney	Teacher/Subject Area		
Laura Scarborough	Teacher/Subject Area		
	Coach		
	Coach		
Suze Meisel	Guidance Counselor		
	Network Leader		
	Other _____		

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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

DBN: 29Q208 School Name: PS/IS208

Cluster: CFN 2.05 Network: CFN 2.05

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

### **Part A: Needs Assessment Findings**

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

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

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

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

## Part B: Strategies and Activities

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

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

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

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

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

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