

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

18K208

School Name:

P.S. 208 ELSA EBELING

Principal:

NAKOLEY RENVILLE

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: P.S. 208 The Elsa Ebeling Public School School Number (DBN): 18K208
Grades Served: Pre-K to Grade 5
School Address: 4801 Avenue D Brooklyn, New York 11203
Phone Number: 718 629-1670 Fax: 718 451-0185
School Contact Person: Nakoley Renville Email Address: nrenville@schools.nyc.gov
Principal: Nakoley Renville
UFT Chapter Leader: Arianne Tackney
Parents' Association President: Almika Tallerson
SLT Chairperson: Judith Mockler
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Carla Miller
Student Representative(s):

District Information

District: 18 Superintendent: Beverly Wilkins
Superintendent's Office Address: 1106 east 95th Street, room 109, Brooklyn, New York 11236
Superintendent's Email Address: BWilkin@schools.nyc.gov
Phone Number: 718 556-6008 Fax: 718 240-3791

Borough Field Support Center (BFSC)

BFSC: Brooklyn Director: Cheryl Watson-Harris
Director's Office Address: 5619 Flatlands Avenue, Brooklyn, NY
Director's Email Address: _____
Phone Number: _____ Fax: _____

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 that they have been consulted with 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:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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)
Nakoley Renville	*Principal or Designee	
Arianne Tackney	*UFT Chapter Leader or Designee	
Almika Tallerson	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Carla Miller	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Judith Mockler	Teacher	
Queen Asemota	Teacher	
Natalie Filipkowski	Assistant Principal	
Gail Bishop	Teacher	
/Kimberley Nesbitt	Paraprofessional	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Ms. Sylvia White	Parent	
Ms. Zamor	Parent	
Sydana Passey-Smith	Parent	
Ms. Salma Gandour	Parent	
Mr. Anthony Hackett	Parent	
Mr. Henry John	Parent	

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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
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.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: 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 administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** 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 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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:

1. 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.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Our vision at P.S. 208 is that we are committed to providing our students with an education that inspires them to dream big in order to reach their goals and find their life's passion. We will instill values that will encourage our students to always stay focused on their goals. We will teach our students that they must seek out their life's purpose and that success does not come without hard work and determination. We will support our students in becoming upstanding citizens who collaborate with the purpose of improving our society. As the adults, we will hold ourselves accountable to putting our students first at all times. It is the mission at P.S. 208 to make certain that every single student who leaves our doors will be prepared to seek opportunities that they never knew were possible. Our students will leave P.S. 208 College and career ready with the understanding that they will be successful in life.

Our School Mission:

We believe that we can achieve this vision by creating a safe, nurturing and structured environment for all our students. We expect that all of our students will meet or exceed the Common Core Learning Standards for their grade level by the end of each school year. We will accomplish this through a variety learning opportunities that include: teamwork, collaboration, curriculum planning, rigorous instruction, and high quality professional development for staff,

Our school community serves students in grades Pre-Kindergarten to grade 5. We currently have 464 students enrolled. 98% of our students are African/Caribbean American and 2% are Hispanic and Asian. We have 53 students with Individual Education Plans (IEP's) and 19 English Language Learners.

In school year 2014-2015 our teachers and administrative team collaboratively decided that our school needed to have an instructional focus in order to improve student outcomes. Our school community developed a shared understanding of rigorous instruction through the creation of our instructional focus, Using Data to Drive Instruction that will Improve Student Outcomes . This instructional focus was developed based on the Advance Teacher Rating, feedback from the administrative team, teacher request for support around Engaging Students in Learning as was evidenced in each teacher's mid -year review and most importantly, the utilization of Danielson's Framework for Effective Teaching to assess and support teacher practice. Utilizing Danielson's Framework for frequent informal observations has provided the administrative team with data to make informed decisions to strengthen the instructional core. This data told us that teachers needed to be supported concerning their instructional practices in Academic Rigor and Engaging Students in Learning. Consequently, an Academic Rigor and Engaging Students in Learning checklist was developed. Each administrator has done informal observations of teachers with the Academic Rigor and Engaging Students in Learning focus. Specific feedback is given to teachers based on the results of the checklist.

Professional development supports teacher practice based on observation outcomes. Teachers are provided with feedback, based on the Danielson Rubric, that highlight their strengths, challenges and the next steps needed to improve instructional outcomes.

We also had a partnership with The Reading Rescue Institute which provided our first grade teachers and select paraprofessionals with extensive training concerning phonemic awareness, phonics and fluency specifically for grade one students. These staff members worked one on one daily with select first grade students in order to improve their reading foundational skills.

One element in the Framework for Great schools that we made great gains in this school year is in Strong Family and Community Ties. We partnered with New York University Langone's Center for Early Childhood Health and Development

program-Parent Corps. This program is a family centered school based program for Pre-Kindergarten and Kindergarten families, whose mission is to reduce disparities in achievement and health. It is aligned with the New York State Pre-K Foundation for the Common Core.

We also partnered with the Inside Broadway for English Language Learners and Students with Disabilities to experience the Arts with general education students. Brooklyn Arts Council (CASA) Arts program was sponsored by Councilman Jumaane William's office to provide digital animation, puppetry and Indian dance to our second, third and grade four students.

Parents were provided Parent Engagement workshops on Tuesday afternoons and were conducted by each grade team as well as each cluster teacher several times per year in English Language Arts and Math/and or in their subject area. These workshops were created specifically so that parents were introduced to strategies that they use to support their own children at home.

We also partnered with The Learning Leaders Program which trained our parent volunteers in our school's Great Leaps program for our kindergarten and grade two Response to Intervention Tier 2 students.

18K208 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	457	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population		78.5%	% Attendance Rate	93.1%
% Free Lunch		77.7%	% Reduced Lunch	8.6%
% Limited English Proficient		4.4%	% Students with Disabilities	17.3%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		0.4%	% Black or African American	92.7%
% Hispanic or Latino		3.1%	% Asian or Native Hawaiian/Pacific Islander	1.7%
% White		1.9%	% Multi-Racial	0.2%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		0.08	# of Assistant Principals (2014-15)	1
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)		N/A	Average Teacher Absences (2013-14)	7.4
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		29.1%	Mathematics Performance at levels 3 & 4	28.8%
Science Performance at levels 3 & 4 (4th Grade)		88.3%	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate		N/A		
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing		X	Local Assistance Plan	
Focus District		X	Focus School Identified by a Focus District	
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		

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

Section 5A – Framework for Great Schools 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 Framework for Great Schools–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 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 trends and sources.

According to our school’s area of focus, based on this year’s Quality Review, teachers at all grade levels need to strengthen teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and the Danielson Frame work that is aligned to curricula, engaging and meets the needs of all learners so that all student outcomes will improve.

Additionally, we found through examining each grade’s curriculum maps, our school was not coherent across grades in regard to what teachers would be teaching students. As a result, we embarked on a journey of professional development that included professional reading around the idea of coherent and collaborative consensus/curriculum mapping as well as unit planning. Teacher at all grade levels and subjects were given opportunities to work together and share ideas and edit and revise, look for gaps in instruction as well as any repetitions from grade to grade. Each grade’s curriculum maps and unit plans were based on collaboratively created templates created by our school’s Vertical Alignment/Curriculum Team.

Our Professional Development Team also researched professional articles pertaining to Academic Rigor and Student Engagement. This team collaboratively created a menu of Professional Development topics for teachers and paraprofessionals to choose from. Based on data analysis from school year 2013-2014 regarding student attendance, State test scores, demographics, formative and summative assessment results, all which were aligned to the Common Core Learning Standards, as a school community we decided that a focus should also be in action planning/next steps for instruction in order to better support improved student outcomes.

For school year 2015-2016 we will continue to build on the successes of school year 2014-2015 in the following ways:

- Continued professional development around Academic Rigor and student Engagement
- We will continue to revise our curriculum/consensus maps and unit plans to meet the needs of all of our diverse learners throughout the school year.
- The Professional Development Team will continue to collaborate, organize and create professional development in order to support teachers and paraprofessionals around Academic Rigor and Student Engagement to include: Effective Student Feedback, Accountable Talk, Multiple Entry Points, Questioning and Discussion Techniques, and Monitoring Student Understanding and Student Engagement.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, all grade, cluster and Response to Intervention teams will meet in collaborative planning teams once per week to evaluate, analyze, synthesis any revisions made to our curriculum that was initiated in 2014-2015. This is to intentionally support our school’s goal of improved instructional practices around Academic Rigor, coherent curriculum and unit plans that are aligned to the Common Core Learning Standards, in order to improve student outcomes. Our school will integrate The Framework for Great Schools and align curricula across grades and subject areas in order to decrease the achievement gap and promote college and career readiness as evidenced by a 5% increase in the number of students in grades 3-5 meeting proficiency on all benchmark and summative and State assessments. Modifications to the curricula will also be made in order to include the needs of our Students with Disabilities and English Language Learners.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> • Teachers will continue to participate in a professional learning opportunity series focused on the Common Core Learning Standards aligned programs Ready Gen and Math in Focus. This will allow for the development of a common lens and methodology when dissecting the programs and determining a unified approach to its implementation. In regard to our Curriculum/Consensus mapping and unit planning we will continue to collaboratively engage in a reflective process to determine areas yet still needing to be enhanced due to our varying population of learners. Teachers will be given an opportunity to make adjustments to their curriculum/consensus maps and unit based on our reflective practices due to our varying population of learners. • Teacher will have the opportunity to share resources, ideas, unit plans, curriculum/consensus maps, action plans etc. on our Teacher Share Site in order to increase transparency in curriculum in all grades and Cluster subjects. • Teachers will continue to lead in grade level refinement of their practice, planning and implementation through the collaborative design of coherent instruction as we consistently merge our Programs of choice (Ready Gen/Math in Focus) with the Common Core Learning Standards setting the bar for our expectations. 	<p>All Teachers</p>	<p>Sept. 2015- June 2016</p>	<p>Teachers, Administrators and Lead Teachers</p>

<p>Teacher Teams are facilitated by Grade Leaders as well as our Vertical alignment team.</p> <ul style="list-style-type: none"> • The grade level teacher teams meet during their scheduled weekly common prep periods and/or during the afternoon Professional Development Mondays to engage in professional work. During this planning time, the teachers collaboratively engage in conversations about what has been successful and challenges experienced during the implementation of specific lessons. Teachers reflect on and analyze student work/data using our school based protocol. • Teachers will navigate our Teacher Share site in order to disseminate information on student progress and action planning, curriculum and unit planning. • The Curriculum-Consensus Map/Vertical Alignment Team will meet quarterly in order to evaluate the curriculum for gaps, coherence and repetitions. 			
<ul style="list-style-type: none"> • Our Response to Intervention Team (RTI) will meet monthly in order to analyze student data, student progress reports, student work and create and share action plans/next steps for RTI students based on this ongoing analysis for students in grades K-5 with classroom teachers and parents monthly. 	Teachers	Sept. 2015 June 2016	Teachers
<ul style="list-style-type: none"> • Periodic assessments-Performance Series will be used to track student progress throughout the school year for all students in grades 3-5. Fountas and Pinnell Reading Tracker Program will be used for students in grades kindergarten-grade two in order to track their progress in reading. • The Imagine Learning program will be used for Students with Disabilities and ELL students in order to track their progress throughout the school year. 	Teachers	Sept. 2015 June 2016	Teachers
<ul style="list-style-type: none"> • Parents will receive a monthly State of the school Report which will highlight areas of celebration as well as specific areas that our school is working on to support students. <p>Global Messenger will be used to notify parents of upcoming school events.</p> <p>Learning Learders Inc Workshops to support parents.</p> <ul style="list-style-type: none"> • Teacher will continue to conduct parent engagement workshops in order to share best practices in math and English Language Arts that parents can use at home to support their children with activities and articles that support Academic Rigor and the Common Core Learning Standards. 	Teachers	Sept. 2015 June 2016	Teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> Teachers, paraprofessionals, Math in Focus PD, Ready Gen PD, Imagine Learning Program, Fountas and Pinnell Reading Tracker Program, SMART boards, I pads, Professional Development Resources. Additionally, I will use Parent Involvement allocations to implement the Global Messenger service. to notify parents of upcoming school events and Learning Leaders Inc. 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Our school will use the Measure of Student Learning Performance Based assessments 2 times a year-fall and spring, Fountas and Pinnell benchmark assessments 3 times a year-fall, winter and spring, Performance series, 4 times a year, Ready Gen Performance Based Assessment 3 times a year, Math in Focus End of Unit assessments 6 times a year. Response to Intervention will provide progress monitoring to all Response to Intervention students monthly.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5B – Framework for Great Schools 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 Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Based on our assessment of our school’s academic program in response to a supportive environment, we use the Peace Builders program as our Positive Behavior Intervention and Supports program for our students. All members of the school community to include teachers, support staff, etc. distribute “praise notes” to students who exhibit positive behavior in school. The class that has the most praise notes receives a “praise” pizza party every quarter.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016 75% of students will average an excellent or satisfactory grade for conduct on their report cards.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to 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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> • We use Praise Notes as the PBIS (Positive Behavior Intervention and Supports) system throughout our school. • All members of the school community including, School safety Officers, cafeteria, classroom teachers, and support staff will have praise notes to support positive behaviors. 	<p>Students</p>	<p>Sept. 2015 June 2016</p>	<p>All staff members</p>

Parent engagement to take place via: <ul style="list-style-type: none"> • Parent Engagement meetings (monthly) • School Leadership Team meeting (monthly) Monthly newsletters	Parents	Sept 2015 June 2016	Parent Teachers Association Administration and School Leadership Team
<ul style="list-style-type: none"> • An analysis of Individual Education Plans goals took place in order to align the effective aspects of bucks to all stakeholders. 	Students	Sept 2015 June 2016	Administration, teachers, support staff, Guidance counselor
This Positive Behavior intervention system rewards and encouraged positive behaviors	School Community	Sept 2015 June 2016	All staff

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc. We will use Tax Levy allocations for our PBIS program											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<ul style="list-style-type: none"> • By January 2016, we will have a Positive Behavioral Intervention System (PBIS) Peace Builders handbook which identifies our school’s CORE values and their correspondence to Praise Notes. • By January 2016, 65% of students will average an “Excellent” or “Satisfactory” mark for conduct as determined by and corresponding with the Peace Builders Program.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5C – Framework for Great Schools 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 Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Strengths:

Teachers work collaboratively during common planning to revise and refine curriculum based on effectively developed inquiry practices. Grade level and vertical inquiry teams meet bi monthly in order to discuss student progress, identify strengths and areas of challenge, common trends and implications for teacher practice.

Teachers will use our school’s Teacher Share site in order to share information, resources, student progress throughout the professional school community.

Needs:

To increase students’ writing proficiency by progress monitoring through the use of baseline, mid year and end of year assessments.

To continue to support teachers around the Danielson Components of 3b, 3c and 3d.

To continue to work on action planning that will inform teacher practice,

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, all (100%) teachers will be provided with ongoing professional learning opportunities and support to develop a culture of collaborative professional learning which enables school and individual development as measured by a 3% level of growth in individual data gathered from informal and formal observations using all Danielson components with a focus on components 3b, 3c and 3d.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to 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). • Strategies to promote teacher-parent collaborations to improve student achievement. 	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?
<ul style="list-style-type: none"> • Administration will support teacher growth that shifts teacher practices through a minimum of three informal observations followed by specific, actionable, and timely feedback. 	All Teachers	Sept 2015 June 2016	Administration, Lead Teachers
<ul style="list-style-type: none"> • All teachers will participate in professional development that will better inform their practice in all Danielson components to improve pedagogical delivery with special emphasis on Danielson’s components 3b, 3c, and 3d. 	All Teachers	Sept 2015 June 2016	Administration, Lead Teachers
<ul style="list-style-type: none"> • Development of a specific team to analyze the work of students with disabilities, English Language Learners, and other high-need student subgroups such as students in temporary housing. <p>Teachers in all teams use protocols to analyze data and student work.</p>	Teachers	Sept 2015 June 2016	Administration, Lead Teachers
<ul style="list-style-type: none"> • We provide opportunities for parent meetings during our Tuesday parent-outreach time. • We welcome parents to observe classes which occur regularly. • We highlight student successes during our monthly PTA meetings by holding awards ceremonies based on academic and social-emotional growth observed in the school setting. • The use of protocols allows for teachers to share and trust each other via common expectations and accountability. 	Parents	Sept 2015 June 2016	Administration, Teachers

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Coverages/funds to provide professional learning activities, common prep periods</p>

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>By February 2016, 50% of teachers’ observations will be completed with specific and actionable feedback. Teachers will have identified their goal and action plan for the school year.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

Section 5D – Framework for Great Schools 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 Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Using the Advance Measures of Teacher Practice (MOTP) Dashboard we have analyzed the data from both informal and formal observations and identified the following as indicated by the Danielson Framework:

- o 42% of teachers were rated “developing” and 49% were rated “effective” on Component 3B
- o 32% of teachers were rated “developing” and 47% were rated “effective on Component 3C
- 32% of teachers were rated “developing” and 45% were rated “effective” on Component 3D

Strengths:

Providing professional learning based on 3c, 3b and 3d as well as professional learning targeted toward individual teacher needs.

Administrators will conduct observations, and teachers and administrators will continue to engage in meaningful post observation conferences, discuss rubric-based evidence from the lesson and collaboratively planning for next steps in order to improve practice.

Needs:

Students need to be able to initiate higher order thinking questions, extend discussions as well as challenge one another’s thinking.

High level student thinking and explanation should be evident in all lessons

Students should have the opportunity for reflection at the end of a lesson in order to consolidate their understanding.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, there will be a 15% increase in the number of teachers delivering effective or highly effective instruction with a focus on questioning and discussion techniques and engaging students in learning as evidenced by teacher ratings at the end of the school year as compared with 2015.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to 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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	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>Specific, actionable, timely feedback on classroom observations and inter-visitations. Student data was presented to teachers.</p> <p>Individual teacher conferences were arranged.</p> <p>Professional Learning sessions led by teachers and will focus on specific strategies to move pedagogical practices forward.</p> <p>Teachers developed goals.</p>	<p>All Teachers Rated Under Advance</p>	<p>Sept. 2015 June 2016</p>	<p>Administrative Team and Lead teachers</p>
<p>Continue to analyze teacher observation data from June 2015 to identify the percentage of ineffective, developing effective and highly effective ratings in questioning and discussion techniques and Engaging students in Learning.</p>	<p>All Teachers Rated Under Advance</p>	<p>Sept. 2015 June 2016</p>	<p>Administrative Team</p>
<p>Identify new teachers who will need mentors and assign them to a mentor, design a mentoring schedule for 1:1 meetings and co teaching opportunities.</p>	<p>All Teachers Rated Under Advance</p>	<p>Sept. 2015 June 2016</p>	<p>Administrative Team</p>
<p>Allocate time for teachers to modify and refine questions, activities, lesson plans, curriculum maps, based on knowledge from professional learning</p>	<p>All Teachers Rated Under Advance</p>	<p>Sept. 2015 June 2016</p>	<p>Administrative Team and Lead teachers</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>Danielson Framework for Teaching, various articles, T-Dec</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A		Title III, Part A	Title III, Immigrant

	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other
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Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, 50% of teachers' observations will be completed with specific and actionable feedback. Teachers will have identified their goal and action plan for the school year.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5E – Framework for Great Schools 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 Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

We will be in our second year of implementation regarding providing parents with Parent Engagement Workshops around math and English Language Arts and cluster subjects to share with parents to support their children at home.

Our school goals is for 75% of parents will attend at least one school function during the upcoming school year.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016 all (100%) teachers will have communicated with parents on a regular basis. This will result in a positive school/parent/community relationship and increase parent teacher communication and attendance at PTA meetings, Parent-Teacher conferences, and Parent-child events as demonstrated by a 5% increase in parent involvement activities.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to 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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Create a parent survey to gather information on the types of workshops that parents would like to attend as well as the times that would be most convenient.</p>	<p>All Parents</p>	<p>Sept. 2015 June 2016</p>	<p>Administrative Team, Parent Coordinator</p>

Ensure that at least 15 parents attend each workshop.	All Parents	Sept. 2015 June 2016	Parent Coordinator, Administrative Team
Teacher will use their parent engagement time on Tuesday afternoons to provide parents with workshop that focus on academics, homework, literacy, math as well as topics related to SWD's and ELL students.	All Parents	Sept. 2015 June 2016	All Teachers
Invite parents to volunteer in the classrooms	All Parents	Sept. 2015 June 2016	Parent Coordinator, Administrative Team

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
Global Connect, Parent Website, School Wide calendar										
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, our school will create a school environment by which families will increase their attendance at school events by 5% as compared to school year 2014-2015.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Quick Reads	Homework	Small group instruction	During the school day
	Repeated readings	help/tutoring,	Small group instruction	During the school day
	Reading Trends	(example: guided	Small group instruction	During the school day
	Buckle Down	reading with English	Small group instruction	During the school day, after school
	Best Practices	Language Arts	Small group instruction	During the school day
	Words Their Way	teachers	Small group instruction	After school
			Small group instruction, One to One tutoring	During the school day, after school
Mathematics	Measuring Up to the NYS Learning Standards	Homework	Small group instruction	During the school day
	Math in Focus	help/tutoring,	Small group instruction	During the school day
	Mastering the Standards	(example: guided	Small group instruction	During the school day
	NYS Coach(Primary)	math with Response to Intervention (RTI)	Small group instruction	During the school day, after school
	NYS March to March Workout	teachers	Small group instruction	During the school day
	Buckle Down		Small group instruction	After school
Math Basics		Small group instruction, One to One tutoring	During the school day, after school	
Science	Measuring Up to the NYS Learning Standards	Homework	Small group instruction	During the school day
		help/tutoring,		

	Repeated readings	(example: guided reading with Response to Intervention (RTI) teachers	Small group instruction Small group instruction	During the school day
Social Studies	Document Based Questions and repeated Readings	Homework help/tutoring, (example: guided reading with Response to Intervention (RTI) teachers	Small group instruction Small group instruction Small group instruction	During the school day During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Individual Counseling Crisis Counseling Social Skills Training Anger Management	One on one and group counseling	One on one and group counseling	During The school day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

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.
Professional Development will be provided by teacher experts in our school building. All teachers in our school are Highly Qualified according to the BEDS (Basic Educational Data System) Report. This is done in order to build capacity in our school. Select teachers will turnkey best practices to their colleagues and all teachers are provided with professional development in Mathematics (Math in Focus) to improve their pedagogy in order to improve student performance . Our School has coordinated a hiring committee that organizes and interviews prospective candidates in order to ensure that potential staff is suitable for the school community.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
High Quality and Ongoing Professional Development is provided for teachers, principals, and paraprofessionals to enable all students to meet the Common Core Standards (CCSS) teachers, principals and paraprofessionals are given the workshops on strategies and activities to improve instructions and to meet students' needs.

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.).

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

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.

Our school’s Measures of Student Learning (MOSL) Committee comprised of seven teachers used the current school data and made a decision to use Pearson Baseline Performance Task Assessments for grades K-5.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	316,248.00	X	4b
Title II, Part A	Federal	136,474.00	X	5c
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,046,362.00	X	6a

¹**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.

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I 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 an 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.

- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) 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.

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. P.S. 208 Elsa Ebeling, 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. P.S. 208 Elsa Ebeling 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, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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)

P.S. 208 Elsa Ebeling , 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 on assessments.

I. School Responsibilities:

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with 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 to 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.

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 18	Borough Brooklyn	School Number 208
School Name Elsa Ebeling		

B. Language Allocation Policy Team Composition

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

Principal Nakoley Renville	Assistant Principal Natalie Filipkowski
Coach N/A	Coach N/A
ENL (English as a New Language)/Bilingual Teacher Alisa Lifshitz	School Counselor Lisa Hobson
Teacher/Subject Area Math/Science - Mr. Salisbury	Parent Ms. Almika Tallerson
Teacher/Subject Area SEM - Ms. Tackney	Parent Coordinator Ms. Hudlin-Miller
Related-Service Provider SETSS - Ms. Francis	Borough Field Support Center Staff Member N/A
Superintendent Beverly Wilkins	Other (Name and Title) N/A

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	448	Total number of ELLs	8	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
---	--

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Freestanding ENL	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education	0	0	0	0	0	0								0
Dual Language	0	0	0	0	0	0								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	17	Newcomers (ELLs receiving service 0-3 years)	13	ELL Students with Disabilities	4
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	0	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	17									0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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	1													0
Chinese						2								0
Russian														0
Bengali				1										0
Urdu														0
Arabic			1	1										0
Haitian		3	6	1	1									0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)														0
Emerging (Low Intermediate)														0
Transitioning (High Intermediate)			1											0
Expanding (Advanced)			1	1	1									0
Commanding (Proficient)		3	5	2		2								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	1	3	10	3		3								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5			2		0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5							2		0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	1								0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 Fountas and Pinnell levels is a system of reading levels that we use. Reading text is classified according to word count, number of different words, sentence length, sentence complexity, word repetitions, and illustration support. This is important so we know what books the student can read on their level. We can see how the ELL students can progress from that level. The school also uses the MOSL ELA baseline exam. This is the measure of student learning. Since there is no historical data on the kindergarten students this data helps place the ELL student into the right group for reading, and writing with differentiated instruction. The classroom teachers and the ENL teacher after receiving the data, collaborate on instructional practices. This data drives our instruction. It pinpoints what our students need the most help in and what they need to make progress.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 The NYSITELL is an exam that determines ELL status. It is administered throughout the school year. There are 5 levels, the last level indicates that the student is not in the program. this test determines, student's language proficiency levels. The data determines how many minutes of ENL the student will receive a week. The entering student will receive 360 minutes per week of ENL units of study. The emerging student will also receive 360 minutes of ENL service per week. The transitioning and expanding student will receive 180 minutes per week. The commanding student will receive 90 minutes per week for two years. When I tested my students with the NYSITELL I found I have one newcomer who could not answer any questions. I have one student who is transitioning and had schooling for one year and one student who is expanding. This data gives the teacher a guideline for language instruction. It helps you determine what the student knows about language and what group you can put them in for instruction. The NYSESLAT test is an exam that we administer to all ELL's in grades K-5. this test determines continued entitlement of ELL services, progress in learning english, proficiency level and the number of units of ENL for the following school year. During the spring 2015 NYSESLAT test of my seventeen students three are in the expanding group, two are in the transitioning and twelve were in the commanding level. The data patterns show that the students have made significant progress in speaking, reading and listening. They need more instruction in writing skills.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
- The school looks at AMAO1 and AMAO2 data for instructional practices. In AMAO #1 the percentage of students making progress in english is determined in one of three ways, advancing one proficiency level on the NYSESLAT test between two consecutive years, making a total score gain of 43 points on the NYSESLAT for students who maintain the same proficiency level between two consecutive years or scoring at the intermediate level or above on the NYSESLAT for students with one data point. AMAO#2 is the percentage of students attaining english language proficiency. To attain english language proficiency the ELL student must score at the commanding level on both the listening/speaking and reading/writing sections of the NYSESLAT test. Our school made both AMAO1 and AMAO2 during the 2015 year. This data is looked at by the school and district to see if we are making our annual yearly progress. It is an important tool to look at to see if our students are improving. The results of the NYSESLAT test are examined by the administration and teachers to see where improvement is needed.
4. For each program, answer the following:
- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?
 - The patterns across performance levels and grades shows that ELL's need additional instruction in writing.
- b. The ELL periodic assessment are designed to provide teachers with detailed information about their students strengths and needs in english language skills. It serves as a resource to help the teacher plan for individual and group instruction.
- c. The school leadership and teachers are using this assessment to drive their instruction. Student's knowledge of the english language is assessed in three modalities of reading, writing and listening. Teachers examine the results to see the needs of their students.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]
- For each ELL student who scores below the yearly english language proficiency assessment the students receives additional support services. When we determine the support services given we take into consideration the number of years of instruction in english as a new language, english and home language literacy, results of the NYSESLAT, english and home language literacy needs of long term ELL's, english as a second language teacher recommendation and students with inconsistent interrupted formal education. The students that fall into these categories are given academic intervention services every day with the rest of the students in the school. Their progress is monitored and parent reports are sent home. A strong response to intervention model is in place which provides ELL's with rigorous, culturally responsive instruction.
6. How do you make sure that a student's new language development is considered in instructional decisions?
- The student's second language development is considered in instructional decisions. NYSESLAT target of measurement describes what students should be able to do at each grade band level, linked to specific targets of measurement and their linguistic purposes. Teachers use to ensure their instruction and formative assessments are aligned with these targets. The school uses information on the child's educational history and cultural background when making instructional decisions. they identify students who have interrupted formal education and indicate the status on the DOE's data collection system. They identify ELL's with disabilities and place them in the right setting determined by evaluation.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?
 - How are EPs performing on State and other assessments?
- Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
- The success of our ELL program is evaluated using the AMAO tool through this tool you can see whether the students made adequate progress. You can see if the school made AYP (adequate yearly progress). the NYSESLAT assessment test is evaluated to see if the students moved up into higher levels of achievement. It also shows where students need additional help. During the year the ELL Periodic assessment tool is used in grades 3-5 to evaluate strengths and needs of our ELL students.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

- Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of

communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

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

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

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

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

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

The home language is determined based on an interview with both the parent and student in english and the home language and the responses to questions on the home language identification survey. Over the phone interpretation services are available through the DOE's translation and interpretation unit. This is so the parents can receive language assistance. It helps to have their questions answered in their preferred language. Teachers in the school are also used. Mrs. Ramos speaks spanish and Mrs. Francis speaks Creole. Both teachers are fluent in english as well as their native language. For students whose home language is not english, the ENL teacher conducts a more in-depth interview with the student. If school work is available she looks at that and if an IEP is involved it must be evaluated to determine NYSITELL eligibility.

The school determines whether the student takes the NYSITELL. If the student is ineligible to take the NYSITELL the ELL identification process ends. If the students is eligible to take the NYSITELL it is given within five days of ELL determination. The ENL teacher informs the parents of the results of the NYSITELL and ELL status using a letter in the parents preferred language. If the student is determined to be Spanish the Spanish Lab-R is also administered within the ten day testing window.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Schools have 30 days for initial enrollment to make a sife determination. After the Home Language identification survey is filled out and the parents are asked to indicate prior schooling, the student can be identified as a sife student. You give the student an oral interview questionnaire. If the Home Language identification survey indicates a home language of Chinese, Haitian, Creole, Spanish, Bengali, or Arabic then the Literacy Evaluation for newcomer sife (LENS) will be given. Sife status may be changed up to one year. Sife status will automatically be removed once the ELL student scores at the intermediate/transitioning level or higher on the NYSESLAT test.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

If a newly entering student has an IEP and his/her language is other than English, the language proficiency team (LPT) meets and reviews evidence of the student's language skills. The LPT team will determine whether the student will take the NYSITELL test. If the student is recommended to take the NYSITELL, the ELL identification process is the same as any other entering student. If the LPT recommends the student doesn't take the test, then the LPT's recommendation is sent to the Principal for review. The principal will determine whether the student takes the NYSITELL test. If the principal determines the student should not take the test the principal's determination is sent to the superintendent for review. After the superintendent reviews and determines the student should not take the NYSITELL the parent is notified. The ELL identification process terminates. If the superintendent determines the students should take the NYSITELL, the ELL identification process continues as with all students. The language proficiency team consists of the principal, Mrs Renville, The eLL teacher, Mrs. Lifshitz, school psychologist Mrs. Dina DiPaola and the parent of the child.

The Language Proficiency team will determine whether a student entering the school with an IEP takes the NYSITELL test. The language proficiency team is made up of Mrs. Nakoley Renville School Principal, Mrs. Alisa Lifshitz ENL teacher, Mrs. Dina DiPaola

school psychologist and the student's parent or guardian. An interpreter or translator of the language a parent understands must be present at the meeting.

The LPT looks at the history of language use at school and at home, information from the committee on special education and assessments in the students home language. Based on the evidence the LPT decides whether the student has scored acquisition needs or whether the disability is affecting whether the student can achieve proficiency in english. If the LPT determines there are english language aquisiton needs, the student must take the NYSITELL. If the LPT determines that the student doesn't have english language acquisition needs and should not take the NYSITELL the recommendation is sent to the Principal for review. The Principal must reject or accept the recommendation. The parent must be notified within three days of the decision in their preferred language. If the Principal accepts the recommendation not to administer the NYSITELL the recommendation is sent to the Superintendent for the final decision. The Superintendent has 10 days to accept or reject the LPT's recommendation. The form titled language proficiency team NYSITELL determination form must be completed and placed in the students cumulative folder. The director of Specail Education Arlene Rosenstock is informed of the decision.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

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

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

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

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

The parent's will be informed at the parent orientation about the process. The school will initiate a review of the student's ELL status if there is a written request from a student's parent or guardian, a student's teacher if there is written consent from the parent or a student that is 18 years of age or older. The school principal determines whether to change the ELL status or not. There will be a written notification of the decision in the parent's preferred language. This decision will be sent home. The final decision will be made by the superintendent. If the decision is the change the ELL status then the students program will also change.

The reidentification process allows schools, parents and students who believe a student may have been misidentified as an ELL or non-ELL to request within 45 school days of enrollment only that the ELL identification process be administered a second time. The school must review the ELL status determination upon receipt of a written request from a parent, guardian, student's teacher or a student 18 years or older, the school conducts and reviews the results of a school based assessment of the student's abilities in listening, speaking, reading and writing in english. The school Principal determines whether to change the ELL status or not. Written notification of the decision on the parents preferred language must be sent to the parent upon receipt of signed notification acknowledging the Principal's recommendation to change the ELL status from the parent, guardian or student. The documents are sent to the Superintendent for review and final decision. All notifications are kept in the student's cummulative folder. This process takes place within 45 days of enrollment.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

There is a parent orientation at the beginning of the school year. Parents watch a DVD that explains the different program choices and what options they have. At the orientation the parents are given the program selection form in their native language so that they are able to understand what they are signing. They are also given additional information about the program choices in their language. As new students arrive, there are additional parent orientations to explain the program choices and the program available. All three program choices: Dual Language, Freestanding ESL and Transitional Bilingual are explained to the parents. There is help available to the parent in filling out the program selection form and parent survey during the orientation or they can make an appointment to come into the office for help. They are given a week to return the form.

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

When a parent survey and program selection form is not returned the ELL student will be slated for a bilingual program if one exists

in the school; otherwise the student is put into ENL. The school has to keep track of the attempts to gather parent selection preference.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

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

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

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

The school monitors parent choice from the parent selection forms returned. If a bilingual program or dual language was chosen the parents are notified in their preferred home language where this program is available or when the program will be available in our school. There must be 15 or more ELL students that speak the same language in one or two continuous grades in order for the class to be created.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
The parent survey and program selection form provides specific information on how ELL program information is delivered to the students. These forms are kept in a centralized location in room 201. They are easily accessed by designated school personnel. The parent coordinator and school staff use the survey portion of this form to make sure ELL parents receive information that is useful. The ELL teacher ensures that each form is returned during the parent orientation. If the parent cannot make the orientation another day is set up for them.
All parent notifications are sent home in the parent's preferred language. The ENL teacher notifies parents that the form must be completed. She notifies the parent by letter and telephone using an interpreter if needed. Another appointment is set up for the parent to fill out the forms.

9. Describe how your school ensures that placement parent notification letters are distributed.
After the student is tested and the parent signs the parent survey and selection form a placement letter is sent home. The placement letter is sent home in the parents preferred language. It is distributed and collected by the ENL teacher. The letters are put into a file.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
All ESL documentation are stored in the ESL room. They are in a secure location. The HLIS is put into the student's cumulative folder. The parent survey and program selection form is a formal record of the parents preference of the ELL program for their child. These forms must be retained in the student's permanent record and accessible for city and state audit reviews. A copy of these forms can be given to the parent upon request.

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

When giving the NYSESLAT exam all sections are given to all ELLs. The dates are adhered to and make up tests are given when needed. Test accommodations are given to ELL students when indicated. The NYS testing guide is followed with all instructions. To ensure that all ELL's take all sections of the NYSESLAT test you must print the RLER report from ATS for a list of NYSESLAT eligible students. Identify any NYSESLAT eligible students who have long term absences and call their parents to ensure that the students are present during the exam. Make sure to calendar and administer all subtests of the NYSESLAT and track student completion. The testing coordinator Ms. Filipkowski schedules enough staff to administer the test. The ENL teacher Mrs. Lifshitz trains the teachers that will be administering the NYSESLAT test.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
These letters are sent home with the student and signed by the parent and brought back to school. The letters are kept in a binder with the ENL teacher. The continued entitlement letters are sent home in September, as soon as we get the results of the NYSESLAT testing. Parents are informed whether their child is still in the ENL program. The transitional support parent notification letters are also sent home in September. These letters inform the parents that their child will still receive 90 minutes of ENL services. Both these letters are sent home in the parents preferred language.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

Parents who are native speakers of other languages predominantly select ENL. Our ENL program is aligned to parent requests. If After reviewing the parent survey and parent selection forms for the past few years, the trend has been to choose the ENL Freestanding Program. One hundred percent of the parents choose the program for their children.

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

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

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).

- a. Freestanding ENL program.

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

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

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

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

The instruction is delivered through a Freestanding ENL program. It is the push-In model.

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

The students are seen in groups with the same proficiency levels. ENL instruction provides instruction in English with home language support, emphasizing english language acquisition. We use both types of ENL. The stand alone ENL is instruction to develop english language skills so the student can succeed in common core courses. It is delivered by a certified ENL teacher Mrs. Lifshitz. Integrated ENL is instruction to build english language skills through content area instruction. It is delivered by Mrs. Lifshitz and a certified content area teacher in ELA, Math, Science or Social Studies. Both of these methods include

content area subjects and english language development using ENL strategies.

b. TBE program. *If applicable.*

Paste response to questions here:

c. DL program. *If applicable.*

Paste response to questions here:

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
- a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

The ENL instructional minutes for each group are built into the ENL teachers program. The entering and emerging groups are seen for the 360 minutes per week and the transitioning and expanding group is seen for 180 minutes per week. Former ELL's are seen for 90 minutes a week.

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

The ELL student who achieved proficiency on the NYSESLAT test will be seen for 90 minutes a week for a two year period.

3. Describe how core content is delivered in each program model. 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 ENL teacher meets with the content area teachers to find out what the student is having difficulty with. The ENL teacher uses the hands-on approach to teaching to help the ENL student. The ENL student is also given help on the computer.

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

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

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

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

The ENL teacher uses the scaffolding handbook for ELL's from the ReadyGEN literacy program bilingual picture dictionaries and picture dictionaries are used for native language support to foster language development.

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

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

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

When a student enters the NYC public schools and their home language was determined to be Spanish a Lab-R test is given in English, and a Spanish Lab Lab-R is administered. The Lab-R will determine the students language dominance. The spanish Lab-R is given by the spanish teacher, Ms. Elizabeth Ramos. This ensures tht the ELLs are evaluated in their native language. The ELL student is screened using the MOSL ELA baseline assessments to help determine whether or not the student is in need of a language instruction educational program. The screener helps to identify ELL's and to place the student in a differentiated group that meets his/her needs.

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

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

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

There are informal and formal assessments, MOSL assessments are given to ELL students throughout the year. Informal assessments are given by the ENL and classroom teacher to measure progress in listening, speaking reading and writing. These assessments are given every six weeks.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

Paste response to questions here:

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

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

c. Describe your plan for ELLs receiving service 4 to 6 years. ELL students receiving service for 4 to 6 years are

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

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

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

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

e. After former ELLs achieve proficiency. I make sure that they are still given the testing modifications on State Tests for two years. They are invited to all school programs and title III afterschool programs. The ENL teacher collaborates with the classroom teacher to ensure that the teacher is aware that the student was a former ELL. The parent receives a letter in their home language that the student has tested out of the ESL program. Transitional services are provided for former limited English proficient students for two years. During this time instructional and support services such as AIS must be provided to former LEP/ELLs when the monitoring of their progress indicates a need for intervention. Any services that would help the student continue to progress toward the Common Core Standards may be provided including ENL instruction. Former ELL's who scored proficient on the NYSESLAT test or scored expanding on the NYSESLAT and a level 3 or 4 on the grade 3-5 NYS ELA exams are still given ELL support for two years. They still receive extended time on NYS exams for two years. ELL's use these accommodations for most assessments including those that are teacher made and state-mandated. Testing accommodations for ELL's include time extension on all exams, separate location, bilingual dictionaries or glossaries and native language edition or test. Translators when needed.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

The school ensures that the student's academic progress has not been adversely affected by the re-identification process by closely monitoring the student's work and looking to see if the student's is progressing. Assessments will be checked to see if the student is showing growth in his work. If the student is not showing progress he might have to be put back into ELL status. Between 6-12 months from the date of the Superintendent's notification to the Principal, parent guardian or student the Principal Mrs. Renville must review the re-identification process decision to make sure the student's academic progress has not been adversely affected by the decision. The Principal will consult with a qualified staff member in the school, parent or student. If the Principal feels after the consultation that the student may have been adversely affected by the determination, the Principal will provide additional support services to the student. The ENL teacher the classroom teacher and school psychologist will be part of this process.

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

Paste response to question here:

ELL's and SWD's use visual picture dictionaries to help with language acquisition. The ENL teacher has a copy of the IEP and examines it to know strengths and weaknesses of the student. The classroom teacher confers with the ENL teacher to discuss the best mode of instruction for each student. The native language materials used are bilingual picture dictionaries and glossaries. The students use the Imagine Learning computer program for language acquisition skills. The ReadyGEN program is used for ELA instruction. There are specific strategies for ELL's and SWD built into the program.

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

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

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

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

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

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

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

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

ELLs who are identified as having special needs are provided all accommodations according to their IEP. The IEP indicates specific test accommodations and promotional criteria for each individual student identified as having a disability. Some strategies used are one on one tutoring, counseling, SETTS and RTI and collaboration between teachers. Students are given grade level materials and have formal and informal assessments aligned with the NYS Common Core Learning Standards. Special Education teachers communicate with the ENL teacher to monitor the academic growth and language acquisition of all ELL students with IEPs. When an ELL-SWD student is placed in an ICT class the psychological reports, the makeup of the class, informal and formal assessments and the IEP are examined. This is done so the student can achieve English proficiency within the least restrictive environment. The school psychologist, ENL teacher, classroom team meet with the parent of the student to advise them about this decision. Interpreters are used if needed for the parent.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

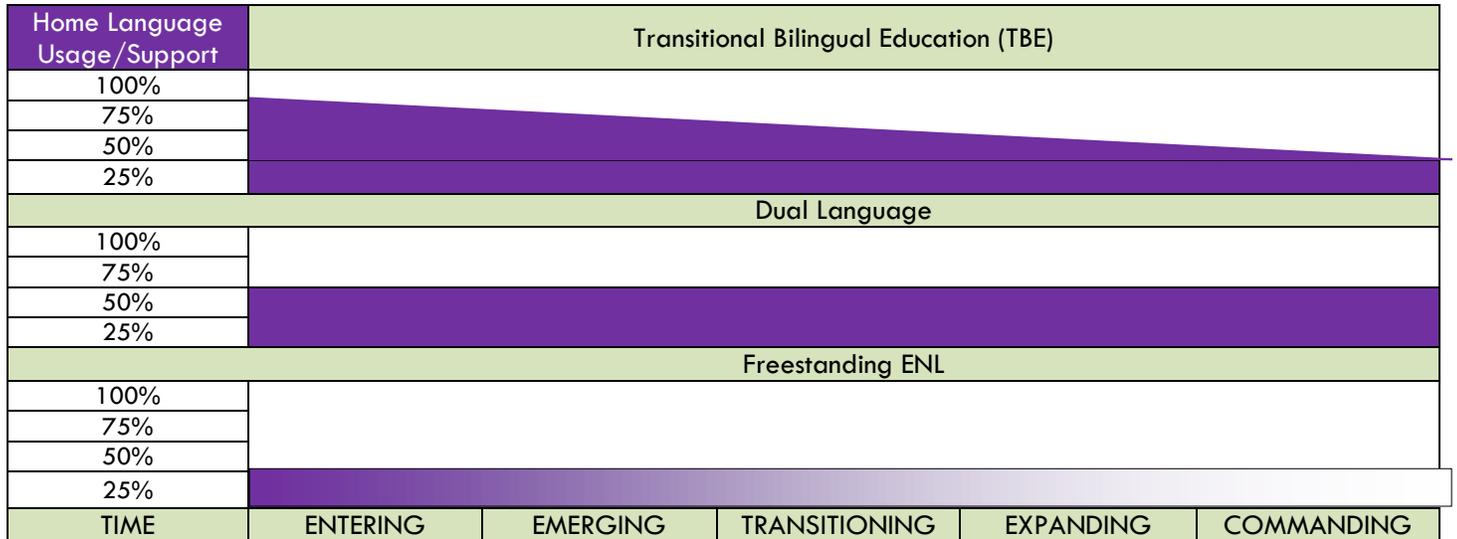


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. Intervention services are offered in English. There is AIS Reading, Math and SETSS.

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

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

ELL students use their visual picture dictionaries and glossaries. Notices about these programs go home to the parents in their preferred language. A RTI progress monitoring sheet is sent home to parents every 6 weeks to show where the student progressed and where they need help.

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

Our current program is effective . ELL's are moving ahead into the expanding level on the NYSESLAT and many of them have become proficient. ELLS have the opportunity to go to our science lab, computer lab, math lab and state of the art library, for instruction. This has helped them advance in the contest areas. Instruction in the ENL room incorporates, science, social studies, math as part of their language developments. Extra help is given to the ELLS in our extended program, Saturday Institute and our instructional block. The classroom teacher is made aware that they have ELL's in their classroom by giving them a copy of the NYSITELL and NYSESLAT results. There is staff development for the teachers of ELL's given by the ENL teacher. During the staff development the classroom teacher is given strategies to use with their ELL students.

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

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

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

All of our services will remain the same for 2015-2016

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

The RTI program is open to all ELL students and the rest of the school population.

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

ENL techniques will be utilized in shared reading, guided reading, read-aloud, modeled writing, vocabulary development and phonemic awareness.

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

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

ELL students are invited to all programs available in the school, notification through letters are sent home in their native language. ELLs take part in all after school activities as well as all school activities (ex. G.O., class plays, class trips, extended day, violin residency, prom, senior trip). ELL students receive notices about school activities in their native language from the Parent Coordinator, Ms. Miller, classroom teachers and the ENL teacher, Ms. Lifshitz. The ELL student is represented in every school activity. The ELL students use the same reading and math program as all the students in the school. The programs are adapted to meet the ELL students needs. Last year we were involved with a grant from Inside Broadway. All ELL and SWD students put on a show as a culminating activity. They were involved in listening, reading, speaking and writing skills during the production. This was an ongoing activity for four months during the school year.

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

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

The content area instructional materials used to support ELLs are NY History and Government-Houghton Mifflin, Science-Harcourt Series, Everyday Math Program, Foundations Treasures Program, Getting REady for the NYSESLAT and Beyond, Leap Frog Program, Oxford Picture Dictionaries, ESL-Scott Foresman textbook. ELL students use dictionaries in their native language to help them with vocabulary. These dictionaries are also available on the NYS tests. The ESL teacher has books in dual languages. Technology programs are Study Island, Imagine Learning English and Starfall. A science FOSS kit is in every classroom. Science is done on Fridays during super science Friday. This kit is a complete modular program consisting of 20 modules for elementary classrooms. All the materials needed are supplied for hands on science activities. Students work in groups to complete their investigations. The visual bilingual dictionary features a complete range of illustrated objects and scenes from everyday life. This helps the ELL student learn many objects that they see everyday. These dictionaries are used by the ELL student in their classroom to help with language acquisition.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Students use glossaries, dictionaries and books in their native language. Group students of the same language for center activities so that they can assist each other and respond in their native language. This helps to make content comprehensible. Bilingual books are placed in the parent coordinators office for parent's to borrow. They are available in many languages ie., Creole, French, Arabic, Chinese, and Spanish. These books have an English translation in them as well as the parents native language. If a parent is not fluent in English, they can still read to their child at home. All notices to the parents are sent home in the parents preferred language. If an interpreter is needed for parent meetings or over the phone interpretation we use the office of translation and interpretation.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
All books and technology programs are scaffolded to the ELL's needs. The books are selected with their grade level in mind. The student is assessed for their Fountas and Pinnell reading level. Once this level is determined appropriate materials of interest are given to the student to read. These are age and level appropriate. The speech providers and SETTS teacher also provide age appropriate services and materials to all students served.
Resources like library books, technology programs and workbooks correspond to the ELL'S age and grade level. Texts are carefully selected to target student's vocabulary development.

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

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

Paste response to question here:

Newly enrolled ELL's have a tour of the school when they register. They meet the ENL teacher also. The guidance counselor, Ms. Hobson and the parent coordinator, Ms. Miller help the new parents and students adjust to the school community.

19. What language electives are offered to ELLs?

Paste response to question here:

There are no language electives offered.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

1. All staff in the school is involved in professional development training. The ENL teacher, assistant principals, common branch teachers, paraprofessionals, ENL coordinator, guidance counselors, special ed teachers, psychologists, secretaries, occupational/physical therapists, speech therapists secretaries and parent coordinators attend professional development training. Our professional development plans for 2015-2016 school years are designed to promote high levels of academic achievement. While integrating second language instruction. The 10 1/2 hours of ENL mandated professional development will also be fulfilled by all staff that service special education students. Topics for all staff members and paraprofessionals include: K-5 Curriculum Maps, ENL Strategies of Language Acquisition, Positive Classroom Environment for Mainstream and ELLs, Differentiating Instruction, ENL Strategies and Methodologies Within Writing Units, Imagine Learning English Program, Exploration of ELL websites, NYSESLAT training, Analyze Data Using Technology, Parental Involvement for Mainstream and ELLs. Records for the workshops will be maintained through attendance sheets. The professional development will take place Monday, October 19, 2015 - ENL strategies of language acquisition. Monday, November 3, 2015 - Positive classroom environment for mainstream and ELL's. Monday, November 16, 2015 - Strategies and methodologies within writing units. Monday, December 14, 2015 - Imagine Learning english program and exploration of ENL websites. Monday, March 6, 2016 - NYSESLAT training.

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

2. Professional Development is offered through our network on a monthly basis. Staff Developers also come to our school to train teachers on developing lessons, for ELL using the CCLS. The professional development supports the teachers using the ReadyGEN program. It helps with the strategies being taught for our reading program. There were workshops on using the CCLS for writing for grades K-5. On Tuesday afternoons we have parent engagement time when the ENL teacher meets with the parents of the ELL students. Records of the meetings, phone calls or letters are kept with the interim Assistant Principal, Ms. Filipkowski. Translation services are available to the parents for every meeting. The ENL teacher meets with parents annually in addition to the PTC and orientation. This is to discuss the goals of the program, their child's language development progress; their child's english language proficiency results and language development needs. This meeting is conducted with qualified interpreters/translators in the language mode of communication the parent understands best. Attendance is recorded for this meeting using an attendance sheet.

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

1. All staff in the school is involved in professional development training. The ENL teacher, assistant principals, common branch teachers, paraprofessionals, ENL coordinator, guidance counselors, special ed teachers, psychologists, occupational/physical therapists, speech therapists secretaries and parent coordinators attend professional development training. Our professional development plans for 2015-2016 school years are designed to promote high levels of academic achievement. While integrating second language instruction. The 10 1/2 hours of ENL mandated professional development will also be fulfilled by all staff that service special education students. Topics for all staff members and paraprofessionals include: K-5 Curriculum Maps, ENL Strategies of Language Acquisition, Positive Classroom Environment for Mainstream and ELLs, Differentiating Instruction, ENL Strategies and Methodologies Within Writing Units, Imagine Learning English Program, Exploration of ELL websites, NYSESLAT training, Analyze Data Using Technology, Parental Involvement for Mainstream and ELLs. Records for the workshops will be maintained through attendance sheets.

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

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

Support is given to teachers to help the student transition to middle school. The ENL teacher provides information for different middle schools. The guidance counselor, Mrs. Hobson has a parent night to explain the application process to the parents for entering middle school. She has applications available for different middle schools. She has the application process explained in different languages. She is aware of the translation and interpretation unit if needed for the parents. Speakers from different middle schools speak to the parents about different programs they have to offer.

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

the ELLs in the classroom setting

4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to *ELL Policy and Reference Guide, Professional Development* section.

Agendas and attendance records are kept by the ENL teacher for each professional development. P.S. 208 ensures that 15% of our professional development as per CR part 80 is geared toward language acquisition, best practices for co-teaching strategies and integrating language and content instruction for ELLS. Records are kept through an attendance sheet at all meetings an agenda at each meeting. fifty percent of the required professional development for bilingual and ENL teachers are dedicated to language acquisition aligned with the common content area instruction focusing on integrating language and conten instruction for ELLS.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

In addition to our parent teacher conferences, the ENL teacher will meet with parents or guardians of English Language Learners at least one a year, to discuss their child's language progress, the goals of the ENL program, assessment results and language development needs in the content areas. This meeting will be conducted during parent engagement time on Tuesdays afternoons. The meeting will be conducted with a qualified translator/interpreter in the language the parent or guardian understands. Additional school staff will be present to inform the parent about the student's work in the content area.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

Paste response to questions 1-4 here

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

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

- Parents participate on various committees including: Parent Teacher Association and the School Leadership Team.
- Parents are encouraged to participate in school activities ex-assemblies, field trips, learning walks and technology classes.
- All parent correspondence, including letters, flyers and other communication are translated into a variety of languages spoken by our multilingual families.
- Translators are available at meetings and in our main office.
- All parents of ELL's are invited to participate in Curriculum Night in September 2015 to receive information about our school. topics discussed are school expectations, city/state standards and school classroom curriculum. All ELL's and their parents will be invited to Family Movie Nights throughout the school year.

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

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

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

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

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

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

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

The workshops are geared to the suggestions the parents make.

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

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

Paste response to question here:

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

Paste response to question here:

D. Additional Information

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

Paste response here:

Part VI: LAP Assurances

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **18K208** School Name: **Elsa Ebeling**
Superintendent: **Beverly Wilkins**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

During registration parents fill out the Home Language survey in their native language. On part III of the survey parents are asked in which language they prefer to communicate with the school. They are also asked, which language is primarily used in the home. If another language other than English is spoken a list is created. This list will be used when forms are sent home and when there is over the phone and in person communication with the parents. All parent surveys are translated into other languages. Critical information regarding a child's education are translated. These documents are about conduct and discipline, standards and performance, special education and related services registration, application and selection, safety and health issues, transfer and discharge and legal and disciplinary matters. Documents in the parents preferred language are also sent home about parent meeting, shows, and after school services. On the student emergency card it is indicated whether a parent speaks another language and needs an interpreter. If the parent does need an interpreter we use an in house interpreter to speak to the parent.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

The majority of the parents want the written and oral communication from the school in English. There are a few parents that want communication in Creole and Spanish.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

The documents that the school disseminates each year that need translation are the Parent-Teacher Conferences. They will be September 17, 2015, November 5, 2015, March 2, 2016 and May 12, 2016. Other documents include the school year calendar given to the parents at the beginning of the school year, September 2015. The student discipline guides given the first week in September 2015. Notices will be given about Citywide and Statewide Assessments. The NYS ELA April 5-7, 2016, NY State Math test April 13-15, 2016, NYS Science test June 2016 and the NYSESLAT test given May 2016. Citywide ELL parent meetings throughout the year, Panel for Educational Policy Meetings and other Citywide parent meetings organized NY ventral offices.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Communication from the School Leadership Team will be translated for the parents who indicate a preferred language. The guidance counselor Mrs. Hobson will use in house interpreters if needed when communicating with parents. Teachers will use the over the phone translators during conferences with parents, then will have the information needed for contact.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

To ensure the timely provisions of translated documents to parents, the Parent Coordinator, Mrs. Miller the LAC and ENL teacher Mrs. Lifshitz will help distribute these documents to parents. We will use the services of the Translation and Interpretation Unit if needed. Notices will be downloaded in the parents preferred language and distributed. The majority of the parents of our ENL students speak Creole. Our staff member Mrs. Francis speaks Creole and is used for translating. If we have Spanish speaking parents, Mrs. Ramos is used for translating to our parents. During Parent-Teacher Conferences and meetings the staff will use over the phone interpreters from the Translation and Interpretation Unit. All

teachers in the school will have a copy of the pamphlet with the telephone number in it. If in-house staff are available, they will also be used.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

During Parent-Teacher Conferences and meetings the staff will use over the phone interpreters from the Translation and Interpretation Unit. All teachers in the school will have a copy of the pamphlet with the telephone number in it. If in house staff are available, they will also be used.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

All staff members will receive a copy of the Language Palm Card and the Translation and Intrepretation brochure. In this guide there is a telephone number for over the phone interpretation services. The brochure lists the days and times available for these services. There is also translation services available for DOE documents. Staff members can fill out a document translation request form.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

To fulfill parental notification requirements a multilingual welcome poster is displayed at the front entrance of P.S. 208K. This poster will remind parents that P.S. 208K can assist them in their native language. The name and telephone number of the person for parents to contact for translations is displayed. A calendar with the Translation and Interpretation units contact information is posted at the front security desk. There is also a translation and interpretation and informational brochure for parents to look at. A Language Identification Guide and info card on interpretation services is copied and distributed to P.S. 208K staff. This will help all staff in the school identify the language of a limited English proficient parent. The Language Identification Guide has over 30 languages that some parents might communicate in. The info card has 9 languages displayed on it. These are the nine most common languages spoken by families of DOE students. These resources will help better engage limited English proficient parents.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

There will be a school survey distributed to parents to assess whether we are communicating with parents in their native preferred language. Mrs. Renville, the school Principal will fill out the Principal Satisfaction Survey to assess the central supports that are provided to the school. This will include the services of the Translation and Interpretation Unit and other language service providers used. When the Translation and Interpretation Unit is used the parents will fill out a Translation and Interpretation Satisfaction Survey to assess the language services provided.