

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

29Q208

School Name:

P.S. / I.S. 208

Principal:

JAMES PHILEMY

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: P.S./I.S. 208 School Number (DBN): 29Q208
Grades Served: K-8
School Address: 74-30 Commonwealth Boulevard, Bellerose, N.Y. 11426
Phone Number: (718) 468-6420 Fax: (718)468-5054
School Contact Person: James E. Philemy Email Address: Jphilem@schools.nyc.gov
Principal: James E. Philemy
UFT Chapter Leader: Michael Harris
Parents' Association President: Stephanie Bragg and Nakida Camille (Co-Presidents
SLT Chairperson: Patrick Dib
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

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

Borough Field Support Center (BFSC)

BFSC: Queens South Director: Marlene Wilks
Director's Office Address: 8201 Rockaway Boulevard, queens, N.Y. 11416
Director's Email Address: Mwilks@schools.nyc.gov
Phone Number: (917)520-6743 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)
James E. Philemy	*Principal or Designee	
Michael Harris	*UFT Chapter Leader or Designee	
Stephanie Bragg	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	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	
Patrick Dib	Teacher	
Catherine Kilkenny	Teacher	
Sue Friedman	Teacher	
Rachel Thomas	Assistant Principal	
Carol McPherson	Parent	
Nicoleau Fee	Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Maryam Lamont	Parent	
Nakida Camille	Parent	
Bida Waldo	Parent	
	Member/	
	Member/	
	Member/	

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.

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

The average attendance rate for both students and teachers for the school year 2014/2015 was 96.4%. P.S./I.S. 208's ethnic make-up is the following: 77% Black; 11% Hispanic; 2%, White, 9% Asian students and other 1%. The student body includes 2% English language learners and 19 % special education students. Male performance in ELA and Math is lower than that of their female peers.

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

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

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

"We Educate the Whole Child"

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

School's Strengths

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

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

- Partner with external organizations to enrich the curriculum and promote better learning via professional development for all staff members.

School's Challenges

- Budget constraints.
- Outdated computers and technology equipment.

School's Accomplishments

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

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

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

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

29Q208 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05, 06,07, 08	Total Enrollment	706	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	10	# Music	N/A	# Drama
# Foreign Language	12	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	1.4%	% Attendance Rate		95.8%
% Free Lunch	43.1%	% Reduced Lunch		16.4%
% Limited English Proficient	1.5%	% Students with Disabilities		16.9%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.4%	% Black or African American		76.9%
% Hispanic or Latino	11.2%	% Asian or Native Hawaiian/Pacific Islander		8.9%
% White	1.5%	% Multi-Racial		1.1%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	11.19	# of Assistant Principals (2014-15)		2
# 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)		5.1%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		6.39
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	39.5%	Mathematics Performance at levels 3 & 4		46.8%
Science Performance at levels 3 & 4 (4th Grade)	95.6%	Science Performance at levels 3 & 4 (8th Grade)		70.4%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		100.0%
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	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	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	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	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.

Based on teacher created summative assessments and benchmark assessments for the school year 2014/2015, grade wide midterms and finals, our students need to show more growth in ELA and Math. We will review the data generated by the School Quality Snapshot, analyze results from our QR to determine the performance trends in ELA and Math. Also we will conduct analysis of the progress of all students, especially those in the lowest-third from the School Quality Guide Report to close the achievement gap.

STRENGTHS:

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

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 the students on Levels 2, 3 and 4, will show at least a 3% increase in performance and progress on the ELA and Math Assessments including the state tests.

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) <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>
<p>Provide common preparation periods for teachers to do vertical and horizontal planning based on the identified gaps in the various curricula by the School Inquiry team and Academic Leadership Teams</p>	<p>All novices and veteran teachers</p>	<p>October 2015- June 2016</p>	<p>Administrators and Lead Teachers</p>
<p>Peer to Peer Mentoring- We will foster a collaboration between teachers whereby experience teachers will collaborate with novices to discuss, share and explore instructional strategies</p>	<p>New and developing teachers</p>	<p>November 2015 – June 2016</p>	<p>Teachers</p>
<p>CMP3, Go Math, Code X, Ready Gen, RAZ Kids and additional research based instructional programs will be utilized to measure the impact on student learning.</p>	<p>Levels 2 through 4 students</p>	<p>October 2015- June 2016</p>	<p>Teachers</p>
<p>Results of morning quizzes, chapter tests, academic journals and participation in centers will be utilized to determine students’ performance and progress.</p>	<p>Levels 2 through 4 students</p>	<p>October 2015- June 2016</p>	<p>Teachers/ Administration</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>Additional Funding to provide coverage for teachers to attend professional development and to participate in intra/inter visitations.</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
<p>X</p>	<p>Tax Levy</p>		<p>Title I SWP</p>		<p>Title I TA</p>		<p>Title II, Part A</p>		<p>Title III, Part A</p>	<p>Title III, Immigrant</p>
	<p>C4E</p>		<p>21st Century Grant</p>		<p>SIG/SIF</p>		<p>PTA Funded</p>		<p>In Kind</p>	<p>Other</p>

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.

In January 2016, all Benchmark Assessments and Midterm Exams will be reviewed to assess students' performance and progress. The data specialist will analyze results to identify gap in students' performance.

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.

Our Teacher created safety survey shows that only 81 % of students feel safe in school, and 70 % of our students say that they are treated with respect by their peers.

STRENGTHS:

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

NEEDS:

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

Part 2 – Annual Goal

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 we will see a 3% increase in the total number of students that feel safe and 4% increase in the number of students who say they are treated with respect in school as evidenced on the School Survey.

Part 3 – Action Plan

<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) 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>Tolerance Days- 1 day a month students, and staff learn about acceptance of others, and celebration of peoples' differences.</p> <p>Anti-Bullying/Respect for All- a campaign to promote positive character traits and appropriate behavior, respect, tolerance and self-awareness.</p>	<p>K – 8 Teachers and Parents</p>	<p>September 2015 – June 2016</p>	<p>Administration, Staff, P.T.A. and All-Pro Dads</p>
<p>Mentoring Boys to become Successful Men- A school wide initiative that promotes self-motivation, positive self-image, and academic excellence in boys.</p>	<p>Boys K - 5</p>	<p>September 2015 - June 2016</p>	<p>Dr. Philemy, Mr. Hunter and Ms. Thomas</p>
<p>Friday Madness – a sporting event that takes place on Fridays to foster healthy competition among middle school children and to foster team building, collaboration and a sense of community./</p> <p>Clubs- Middle school students and teachers make choices about what extra curricula activities they would like to participate in based on interest</p>	<p>Girls and Boys Grades 6 - 8</p>	<p>October 2015 – June 2016</p>	<p>Teachers of Grades 6 – 8, Physical Education Teachers and Ms. Mandell</p>
<p>Commitment Ceremonies for Parents, Students and Teachers-Students, Teachers and Parents take a pledge to commit themselves to high standards of teaching and learning.</p>	<p>Grades K – 8, Staff and Families</p>	<p>October 2015</p>	<p>Administration and Staff</p>
<p>Use of Class Dojo to communicate with parents and monitor students behaviors based on PBIS format of school wide expectations for behavior.</p>	<p>Grade K-8 Staff and families</p>	<p>October 2015</p>	<p>Administration and staff</p>

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.

Funding, participation from parents as chaperones, supplies and materials.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		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 January 2016, a town-hall meeting and survey will be conducted to assess the impact of the various programs such as Class Dojo and PBIS that are in place, which promote safety and respect. The data specialist will review and analyze trends to determine whether or not we meet 50% of our goal as our midpoint benchmark.

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.

Based on Administrative observations, many teachers need to enhance their skills in the following domains: questioning, student engagement, and differentiated assessments.

STRENGTHS:

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

NEEDS:

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

Project Based Learning

Part 2 – Annual Goal

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

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 teacher-parent collaborations to improve student achievement. 	<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>
<p>Professional Development on Rigorous Student Engagement in all Content Areas – teachers participate in professional development on Depth of Knowledge, the Instructional Shifts and student engagement on differentiation.</p>	<p>Teachers</p>	<p>October 2015 – June 2016</p>	<p>Teachers Administration Network Support Staff</p>
<p>Implementation and application of skills and strategies learned through Professional Learning Communities. Teachers from all Professional Learning Communities will have the opportunity to present to the entire staff, their findings, discoveries and applications as they relate to their collective inquiry and action research on their topic of interest.</p>	<p>Teachers</p>	<p>September 2015 – June 2016</p>	<p>Teachers/ Administration</p>
<p>Teacher Teams / Curriculum Planning – teachers work together as teams, on grades level and across grades level to revise the various curricula in use and align them with the Common Core Learning Standards.</p>	<p>Teachers /Students</p>	<p>September – 2015 June 2016</p>	<p>Teachers/ Administration</p>
<p>Collaborative Inquiry / Looking at Student Work - teachers work collaboratively to analyze student work in order to explore new implications for teaching and learning</p>	<p>Teachers /Students</p>	<p>October 2015 – June 2016</p>	<p>Teachers/ Administration</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>Funding, Coverages, Professional Resources</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
<p>X</p>	<p>Tax Levy</p>		<p>Title I SWP</p>		<p>Title I TA</p>		<p>Title II, Part A</p>		<p>Title III, Part A</p>	<p>Title III, Immigrant</p>
	<p>C4E</p>		<p>21st Century Grant</p>		<p>SIG/SIF</p>		<p>PTA Funded</p>		<p>In Kind</p>	<p>Other</p>

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.

In January 2016, we will review and analyze the feedback provided by teachers on the following forms: Collaborative Inquiry Form, P.L.C. Feedback / Protocol Form and Curriculum Planning Reflection Form to determine whether their professional needs have been met. Data specialist will review the attendance sheets of the various PLC's and cross reference with participation in order to determine teachers who have participated in at least 2 sessions for the 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 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.

Based on the most recent MOTP Final Report, 38% of our teaching staff was evaluated as Highly Effective as indicated on their final teacher evaluation report.

STRENGTHS:

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

NEEDS:

- Ongoing professional development based on teacher need (s).
- More Professional development based on the use of technology as a medium for instruction

Resources: Additional funding to upkeep and upgrade technology

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, School leaders will create and implement a series of professional learning communities and targeted PD with/for teachers in order to help them master the questioning and discussion techniques which will result in a 3% performance increase in Danielson's component 3b

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 parent leadership and engagement as a key lever for school improvement. 	<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>
Inter / Intra Visitations and Reflections on highly effective use of component 3B by some teachers	Teachers	October 2015 - June 2016	Mentor teachers and Highly Effective teachers
Informal observations / Feedback on how to improve component 3b	Teachers	October 2015– June 2016	Administration
Formal Observations / Feedback	Teachers	October 2015– June 2016	Administration
Professional development on Planning and Preparation	Teachers	October 2015– June 2016	Administration
Professional Learning Communities (PLC's) in questioning and discussion techniques.	Teachers	October 2015- June 2016	Teachers
Individual and group Professional development on questioning and discussion techniques in the classrooms in order to improve student outcomes.	Teachers	October 2015- June 2016	Administration and staff

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>Effectuate changes in schedule so that our teachers can attend Inter / Intra Visitations with colleagues who are Highly Effective using Danielson's component 3B</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		Title I SWP		Title I TA		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.

February 2016 – mid-year review of teachers’ performance based on observations and student progress. Data Specialist will analyze trends in Advance to monitor teachers’ progress in Danielson component 3b. The administration will hold a mid-year review with every teacher to discuss individual progress.

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.

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

STRENGTHS:

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

NEEDS:

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

Networking - community based organization outreach

Part 2 – Annual Goal

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

Part 3 – Action Plan

<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>Multicultural Celebration is a culminating activity that is celebrated in May which highlights our school-wide monthly study of a country of the month. Parents, students and staff are invited to explore the culture, the land, the civilizations and the customs, of the various countries studied as displayed in the hall and class exhibits.</p>	<p>Parents, Staff and Community</p>	<p>October 2015 – June 2016</p>	<p>Parent Coordinator, P.T.A., Administration, Teachers, Community Agencies</p>
<p>Increase parent involvement via. Parent workshops based on parents’ surveyed needs. The school will conduct a series of three “Days of Learning-Parent Workshops” on the latest trends of the CCLS and to inform them of the rigor of the various curricula in use. The Parent Coordinator will solicit more parental involvement via: School Messenger, twitter, Monthly School Calendar and presentations at P.T.A. Meetings.</p>	<p>Parents/Families</p>	<p>September 2015- June 2016</p>	<p>Parent Coordinator, P.T.A., Administration, Teachers, Community Agencies</p>
<p>Network with Community-Based Organizations for extra curricula support and services. The Parent Coordinator will network with local community-based organizations to support school events and programs that will enhance student achievement.</p>	<p>Parents, Staff and Community</p>	<p>October 2015 – June 2016</p>	<p>Parent Coordinator, P.T.A., Administration, Teachers, Community Agencies</p>

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.											
Human Resources, Parent volunteers and funding.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		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, we will send a survey to parents to inquire if the school has created a welcoming environment that enriches the civic life of the school. The surveys will be collected and the results tabulated and analyzed by the data specialist to determine whether or not we are meeting our mid-point benchmark.										
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)	All Level 2 students in Grades 6 – 8 based on teacher assessment, evaluation and recommendation. All students with a raw score of less than 299 in ELA (Grade 3); 296 (Grade 4) and 297 (Grade 5)	Focus Group	Small Group	1x per Week
Mathematics	All students with a raw score of less than 293 (Grade 3); 284 (Grade 4) and 289 (Grade 5) in Math.	Focus Group	Small Group	1x per Week
Science	All Level 2 students in Grades 6 – 8 based on teacher assessment, evaluation and recommendation.	Push In/Pull Out	Small Group	2x per Week
Social Studies	All Level 2 students in Grades 6 – 8 based on teacher assessment, evaluation and recommendation.	Push In/Pull Out	Small Group	2x per week
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Based on teacher and P.P.C. recommendations.	Intervention and Prevention	Individual and small group	1x per week as needed.

Section 7: Title I Program Information

Directions:

- 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.					
	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools	X	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.

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).

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting 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			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I 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. **[School name]**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[School name]** will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The

school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, 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)

[School name] , in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards 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 29	Borough Queens	School Number 208
School Name PS/IS 208Q		

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 James Philemy	Assistant Principal Rachel Thomas
Coach N/A	Coach N/A
ENL (English as a New Language)/Bilingual Teacher	School Counselor Suze Meisel
Teacher/Subject Area	Parent Stephanie Bragg
Teacher/Subject Area	Parent Coordinator Devon Hunter
Related-Service Provider Laura Scarborough/SETSS	Borough Field Support Center Staff Member
Superintendent Lenon Murray	Other (Name and Title)

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

D. Student Demographics

Total number of students in school (excluding pre-K)	721	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 checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <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
Dual Language														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	8	Newcomers (ELLs receiving service 0-3 years)	6	ELL Students with Disabilities	3
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	1	Long-Term (ELLs receiving service 7 or more years)	1

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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	6	0	1	1	0	1	1		1		0
Total	0	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 1

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	3		1	1	1									0
Chinese														0
Russian														0
Bengali						1	1							0
Urdu														0
Arabic														0
Haitian														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					1								0
Expanding (Advanced)	2		1	1	1		1							0
Commanding (Proficient)														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		2	2		2									0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3				0	0
4	1		0	0	0
5	1	0	0	0	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	1								0
4	1								0
5									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	0	0						0	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.
 We use the following assessment tools at PS 208Q: NYSITELL, NYSESLAT, Spanish LAB, Kindergarten People, Ready Gen Performance Based Unit Assessments, MOSL Performance Based Assessment, and informal assessments by classroom teachers. Newly arrived ELLs have difficulty reading and understanding English so we work on them reaching benchmarks for variety of skills from phonic awareness to reading comprehension. The greatest need seems to be reading comprehension and writing in grades 2,3,4,5 and 6. In kindergarten the greatest need is phonemic awareness and sight vocabulary. They are provided with additional time if needed. This information will drive instruction.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 In analyzing the NYSITELL and NYSESLAT data, the following patterns were found:
 - All five levels (entering, emerging, transitioning, expanding, commanding) students scored highest in speaking modality.
 - We found that most of our ELLs need support in reading and writing due to the shifts in Common Core State Standards.
 - Listening modality is also a challenging area for our ELLs across all five levels of proficiency.
 The NYSITELL and NYSESLAT data continues to drive instruction.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 Our AMAO analysis of the NYISTELL and NYSESLAT scores indicate that ELLs need strengthening in all modalities but especially in reading and writing. We will continue to align our ESL program to meet the Common Core Learning Standards. This data drives instruction. Information about Annual Measurable Achievement Objectives indicate our ELLs continuously show progress. The data reveals that reading and writing skills need to be emphasized.
- 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?

- a. ELLs performance and services are continually assessed on varying levels in order to ensure we are addressing the needs of our ELLs. Assessments are conducted in their native language and in English as appropriate. ELLs perform better in English tests than in native language.
- b. N/A Since our ELL population is small, we don't administer ELL periodic assessments.
- c. N/A
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]
We identify ELLs who are not making academic progress at expected rates. Beyond screening and identification for ENL services, the students receive targeted instructional support to bolster development in below benchmark area. This support is delivered with language support services. We adapt, modify, supplement, and develop effective curriculum. We analyze student work samples and behaviors to determine the nature of the problems. We also analyze teaching style, expectations and perceptions, classroom management, and take into account cultural diversity. RtI uses tiers of intervention for struggling ELLs. We monitor students to determine if they are progressing as they should academically. In Tiers I and II general education teachers provide instruction and interventions. Only after ELLs fail to respond to small group and intense individual interventions, they are referred to special education. We involve special education teachers to help develop interventions and plan assessments for students receiving instruction and interventions in Tiers I and II. They do not provide instruction until Tier III, when the student could be referred and identified for special education. We make sure the students's difficulties are the result of a disability and not second language acquisition.
6. How do you make sure that a student's new language development is considered in instructional decisions?
NYSESLAT levels are considered in instructional decisions. Thinking Maps, technology and scaffolding strategies are used to facilitate comprehension and learning. We differentiate instruction in order to meet students needs. Thinking maps, visuals, graphic organizers, and many ESL methodologies are incorporated into lessons to make content comprehensible. ELLs are provided the opportunity to express themselves in their native language, when needed. When newcomers arrive, we team them up with students who speak their native language and also try to place them in classrooms where there is a paraprofessional who speaks their native language. Teachers group students of the same language for certain activities so that they can assist each other and respond in their native language , if needed. They are provided with bilingual books, bilingual dictionaries, bilingual glossaries, computers and scaffolding strategies to facilitate language acquisition. Native language is incorporated in English instruction as a support structure in order to clarify, build prior knowledge, extend comprehension, and bridge experiences. We practice this through technology, peers, bilingual staff, native language materials and flexible grouping. We have ongoing assessments to monitor student progress and data is always used to plan instruction. Studies show second language acquisition can take up to 7 years. Also, we use the students' backgrounds to create a school community in which all feel included. At PS 208, we respect linguistic and cultural diversity amongst our students.
7. For dual language programs, answer the following:
- 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?
- N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
Each year administration and the ESL teacher reviews the ELL data. We look for patterns and trends that may need to be addressed. We develop and follow programs that meet the needs of our students and allow us to differentiate in order to meet each child's individual needs. We collaborate with classroom teachers and meet with network support specialists in an effort to ensure that each student is receiving the highest level of education in order to meet or exceed the Common Core Standards. Success is measured as per our ELLs gains on both formal and informal assessments. Year after year, we are noting our ELLs progress on their NYSESLAT.

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.
The English Language Learner Identification Process includes the administration of the Home Language Identification Survey (HLIS) to new admits as well as those who have not been in NYS public school for 2 or more years. This includes an interview by the ESL teacher

or trained pedagogue, in English and native language with the student and parent to determine the student's home language. Bilingual staff members are available during the interview process for translation purposes as necessary. Based upon this interview it will be determined if students are exhibiting English oral and literacy skills sufficient for the grade into which the student is enrolling. This will determine NYISTELL eligibility. ELLs with a HLIS of Spanish will be administered the Spanish LAB if necessary. Yaisa Tineo, licensed and certified Spanish teacher administers the Spanish LAB. NYSITELL eligibility for students entering school with IEPs must be based on the determination of the Language Proficiency Team (LPT). The LPT determines whether the student should take the NYSITELL based upon evidence of student's English language development and to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. The NYSITELL is administered within 10 school days in order to determine ESL eligibility. It may be requested that student be re-identified within 45 days. The HLIS is given in translated versions. Each year, our ELLs performance on the NYSESLAT and NYSITELL are evaluated to determine proper placement and instruction. Our total number of English Language Learners is 8 students. Instructional decisions are made based on students' NYSESLAT and NYSITELL results. Both the instructional hours and instructional skills are determined based on individual students' performance on these exams. Parent Orientation for ELLs takes place within 10 days of student registration, if the child is an ELL. In ATS, the RLER report is generated to determine which ELLs are eligible for NYSITELL and NYSESLAT testing.

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).
SIFE ELLs are identified within 30 days of registration. The HLIS is reviewed to indicate prior schooling. ELLs who have attended US schools for less than 1 year, are 2 or more years below grade level in literacy in their home language or 2 or more years below grade level in math are administered the oral interview questionnaire and LENS (to speakers of Arabic, Bengali, Chinese, Haitian, or Spanish). Ongoing assessments (in 2 languages if necessary) of students in academic content areas as well as language development inform teaching and learning.
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).
NYSITELL eligibility for students entering school with IEPs must be based on the determination of the Language Proficiency Team (LPT). The LPT team includes school administrator, ESL teacher, special education teacher, qualified translator, and student's parent or guardian. The LPT determines whether the student should take the NYSITELL based upon evidence of student's English language development and if the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. As per the team recommendation, the NYSITELL will be administered if necessary. If the LPT determines that the student may have English language acquisition needs, the student must take the NYSITELL. If student scores below cut score, they are an ELL and receive ESL services. It may be requested for re-identification within 45 days.
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.
Parents of English Language Learners are given translated entitlement letters and Parent Survey and Program Selection forms within five school days after the NYSITELL is scanned. When a new ELL enrolls, we inform parents of the three instructional models (regardless of whether the preferred model is currently offered in our school). Parents are invited to a Parent Orientation where they view translated Parent Orientation videos informing them of parent options. Bilingual staff are available to translate and all necessary materials are given to parents in their native languages whenever possible. If need be, we contact the Translation and Interpretation Unit in order to provide necessary translations to parents. Parents return these forms within 5 school days and we document and file these forms. Parents are contacted and further assisted as necessary. After reviewing the Parent Survey/Program Selection forms for the past few years, we see that all parents have requested that their children receive instruction in the English as a Second Language (ESL) program. Parents sign the selection survey form after reviewing the video. The original Parent Survey and Program Selection Forms are stored in the individual students' cumulative folders and copies of the forms are kept in a cabinet in the ESL teacher's room. If a parent cannot attend this meeting, we plan future dates, in a timely manner, to accommodate parent needs. Parent choice is recorded in the ELPC screen. Once the student's program has been determined, we send out a placement letter indicating in which program the child has been placed.
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).
A parent or teacher can provide a written request for the reidentification status of an ELL within 10 school days (unless CSE is consulted, then the process is 20 days). Parents will be notified about their right to appeal ELL status within 45 days at the Parent Orientation meeting. For students that are admitted during the school year, we will have individual parent meetings to notify parents of the option to appeal ELL status.
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.
ELL parent orientations are held at the beginning of each year and will continue to be held throughout the year for parents of newly enrolled students. The meetings are conducted by the ESL teachers, with the assistance of the parent coordinator, and bilingual staff are available to translate. The parents sign in and receive an agenda, Parent Survey/Program Selection Forms, and Parent

brochures (in their native language). They view the translated parent orientation video in their native language, and have an opportunity to ask questions. Parents are then given the Parent Selection Survey. Parents unable to attend the orientation are contacted by a bilingual staff member or through a translated letter in order to schedule a make-up meeting. If after several attempts parents are unable to attend Parent Orientation Meeting, a bilingual staff member calls them to inform them of the 3 program choices and we send the Parent/ Selection Survey home. Parents have the choice to choose a Transitional Bilingual Education (TBE), Dual Language or Freestanding English as a Second Language (ESL). If 15 parents choose a TBE or Bilingual program in contiguous grades, then the school will open up the program for those students. Parents are given a list of bilingual and dual language programs in the district. At PS 208Q, we offer Freestanding ESL, as our parents' request. We keep all the parents choices on file and if necessary, we will open up a bilingual or dual language program. We will contact parents who have previously chosen a TBE/DL program when the program becomes available.

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 Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

At the Parent Orientation meeting, parents fill out the survey and program selection forms with the assistance of ESL teacher and bilingual staff. Parents are given the option of signing the forms at the meeting or returning it the following day. We log parent selection preferences and if 15 parents request a bilingual or dual-language program, we notify them that one will be opened. At this time, we do not have a bilingual program, so the default option is non-existent.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. We have checklists to log which parents have returned parent survey and program selection forms. If a parent has not returned a form, during parent engagement hours we contact the parents and have them come in to complete the forms to ensure compliance.
9. Describe how your school ensures that placement parent notification letters are distributed. A form is distributed to each student that was administered the NYSITELL. Parents are given letters in both English and native language. Copies are kept on school file.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). Original HLIS documents are kept in child's cumulative folder, copies are on file in the main office. Copies of non-entitlement and entitlement letters are kept on file with ESL teacher.
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. Translated letters to parents are distributed to inform them of dates NYSESLAT are administered and importance of this state test. If an ELL is absent the week before or during the NYSESLAT administration dates, phone calls in native language are made to remind parents their child needs to attend school. Through the years, PS 208 has always administered all sections of the NYSESLAT. The ESL teacher programs a schedule in order to administer the test amongst various grade bands (taking into account trips, student accommodations, time).
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. We distribute translated continued entitlement letters and transitional support parent notification letters based upon NYSESLAT scores and RLAT and RLER (ATS) screen. We use a checklist to ensure that all students are given parent notifications.
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). All the parents of our 8 students have chosen the ESL program. Our program model is aligned with parental requests. If a minimum of 15 parents who speak the same language in contiguous grades request a bilingual or dual language program, then we will open one based on their requests.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction 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.

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

Students are grouped heterogeneously by need and grade level in our push in and pull-out ESL instructional program. When possible, the ESL push in is during the literacy block so comprehension is maximized. English Language Learners are receiving the New York State mandated ENL/ELA allotted instruction time based on student proficiency levels based on individual NYSITELL and NYSESLAT testing data. Entering and emerging level ELLs will be receiving 360 minutes of ENL instruction weekly (180 mins Stand-Alone ENL, 180 mins Integrated ENL.) Transitioning level ELLs will be receiving 180 minutes of ENL (90 minutes of Integrated ENL/ELA and 90 minutes of either Integrated ENL or Stand-Alone ENL. Expanding level ELLs receive 180 minutes of Integrated ENL/ELA or other content area. Commanding level (proficient ELLs) will receive 90 minutes of Integrated ENL/ELA or other content area per week, per Part 154 for 2 years after they pass NYSESLAT. Planning arrangements between ESL and classroom teachers take place during common preps and grade meetings.
 - b. TBE program. *If applicable.*
 - c. DL program. *If applicable.*
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)?

Students are grouped heterogeneously by need and grade level in our push in and pull-out ESL instructional program. When possible, the ESL push in is during the literacy block so comprehension is maximized. English Language Learners are receiving the New York State mandated ENL/ELA allotted instruction time based on student proficiency levels based on individual NYSITELL and NYSESLAT testing data. Entering and emerging level ELLs are receiving 360 minutes of ENL instruction weekly (180 mins Stand-Alone ENL, 180 mins Integrated ENL.) Transitioning level ELLs are receiving 180 minutes of ENL (90 minutes of Integrated ENL/ELA and 90 minutes of either Integrated ENL or Stand-Alone ENL. Expanding level ELLs receive 180 minutes of Integrated ENL/ELA or other content area. Commanding level (proficient ELLs) are receiving 90 minutes of Integrated ENL/ELA or other content area per week, per Part 154. Planning arrangements between ESL and classroom teachers take place during common preps and grade meetings.
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 ESL program is taught in English. In order to make content areas comprehensible we tap into prior knowledge, give individual support, scaffold and differentiate content, and have collaborative learning. Lessons in content areas are designed to meet standards while we differentiate instruction to meet student needs. Strategies we implement when addressing the language demands of teaching content to our ELLs are: teaching Tier II and III vocabulary, visuals, building background knowledge, promoting language development through cooperative learning groups, and using native language support .

Based upon the demands of the Common Core Learning Standards, the following strategies and practices are used for all our ELLs (less than three years, and 4 to 6 years- and long term ELLs): Tier II and III vocabulary work, journal writing, drama, poetry, chanting, singing, choral speaking, computer word processing, book making, reader's theater, cooking and puppetry. All instruction is delivered in English. Reading, writing and mathematics skills are reinforced with special attention given to the conventions of grammar and usage. Real-life experiences are provided to increase and encourage the use of English vocabulary. Cooperative learning groups, paired learning, thematic units, Word Walls, graphic organizers, Total Physical Response, teacher modeling and trips are all part of instruction. Scaffolding techniques are always used to facilitate and enhance learning while making the content and language instruction comprehensible for English Language Learners. The following scaffolding strategies are implemented in order to support students' understanding of the academic curriculum: Modeling when introducing a new task, learners need to see or hear what a developed product looks like; Bridging activities access prior knowledge to establish the basis for new information. This includes brainstorming, anticipatory charts and identifying related literature and experiences; Contextualization which refers to putting words in context in order to convey meaning of unfamiliar words using visuals, manipulatives, graphic organizers, and other realia services; Schema building which involves bringing to light the connections that exist between and across concepts and the curriculum. Strategies such as graphic organizers, story mapping, jigsaw, etc... help students gain a wider understanding of how concepts fit together; Metacognitive development involves the explicit teaching and learning of strategies that enable students to become autonomous learners ; such as thinking maps, KWL activities, think alouds, and reading with a focus; Text representation which involves taking a known text and changing it for a new purpose using a different genre such as

dramatizations, storyboards and post cards. In addition, cooperative learning strategies are very useful in helping English Language Learners improve their listening, speaking, reading, and writing skills. Additional strategies used to facilitate language acquisition are predictable and consistent classroom routines, aided diagrams, lists, and easy to read schedules on the board or on charts to which the teacher refers frequently. Also employed is additional time and opportunities for practice, emphasizing vocabulary development by identifying and clarifying difficult words and passages within texts in order to facilitate comprehension, summarizing and paraphrasing text, and always targeting both content and English language objectives.

Though English Language Learners are grouped according to both English proficiency and grade, differentiated groups are formed within each class in order to further meet the needs of individual students. ELLs are continually monitored both formally (tests) and informally (observations). Among our more formal assessments are Ready Gen Performance Based Assessment, MOSL Performance Based Assessment and informal assessments. The data from each assessment is gathered by the teachers and shared with the ESL teachers. The teachers meet on a continuous basis to analyze the data and determine the proper skills/lessons to be taught. Students are taught in strategy and guided groups according to their individual levels of proficiency in each skill area addressed. Furthermore, English Language Learners are given additional support when necessary in ELA, math and other content areas through the use of intervention programs such as Wilson Reading Systems (grades 1-5), Reading Recovery, At Risk SETSS, RtI, and ESL summer school.

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

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

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

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

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

We differentiate instruction for all of our English Language Learners.

a. We currently do not have any SIFE students. In the event that we do have SIFE students, we will address each student's individual needs. In addition, we differentiate instruction, focus on students' strengths, and provide RtI. Lessons in content areas are designed to meet standards while we differentiate instruction to meet student needs. Strategies we implement when addressing the language demands of teaching content to our ELLs are: teaching Tier II and III vocabulary, use of computers visuals, activating prior knowledge, building background knowledge, promoting language development through cooperative learning groups, and using native language support. They have access to computer program My On, Think Central and Dream Box.

b. Our newcomers are continually assessed and closely monitored throughout the school year. Based on the students' needs, and abilities, they are given ESL support towards English proficiency as well as meeting the curriculum needs of their grade. All newcomers receive their mandated 360 minutes of ESL instruction each week in order to support their efforts towards success. We also ensure that ESL testing modifications are in place at the time of the standardized exam as well as all exams in preparation for the NYS ELA. They have access to computer programs purchased such as Myon, Think Central and Dream Box. Peer tutoring is also available if needed and lessons in content areas are designed to meet standards while we differentiate instruction to meet student needs. Strategies we implement when addressing the language demands of teaching content to our ELLs are: teaching Tier II and III vocabulary, visuals, building background knowledge, promoting language development through cooperative learning groups, and using native language support.

c. Our plan for ELLs receiving service for 4 to 6 years is once again to follow their required instructional ESL time each week. As we do with our newcomers, we continually assess their English proficiency as well as the curriculum needs in their grade and use this data to drive our instruction and create a safe and effective educational atmosphere for them. As stated

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

d. We currently have 1 long term ELL and we address his individual needs. We differentiate instruction, focus on students' strengths and provide him with needed support in reading and writing. Strategies we implement when addressing the language demands of teaching content to our ELLs are: teaching Tier II and III vocabulary, visuals, building background knowledge, promoting language development through cooperative learning groups, and using native language support.

e. Former ELLs are provided 90 minutes of Integrated ENL/ELA or other content area. In addition, they are given testing accommodations (time extension, separate location, translated glossaries,...) Also, they have opportunity to use computer programs such as My On, Think Central and Dream Box. They also may get counseling and RTI if necessary.

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.

Between 6 to 12 months from date of superintendent's notification to principal, the principal will review the Re-identification process to make sure that the student's academic progress has not been adversely affected by the re-identification determination. The principal will analyze assessments, teacher created tests, classwork, portfolios, and feedback from classroom teacher, ESL teacher, and other service providers. The principal will consult with a qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student or may reverse the ELL status decision as per CR154.

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?

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

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?

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

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.

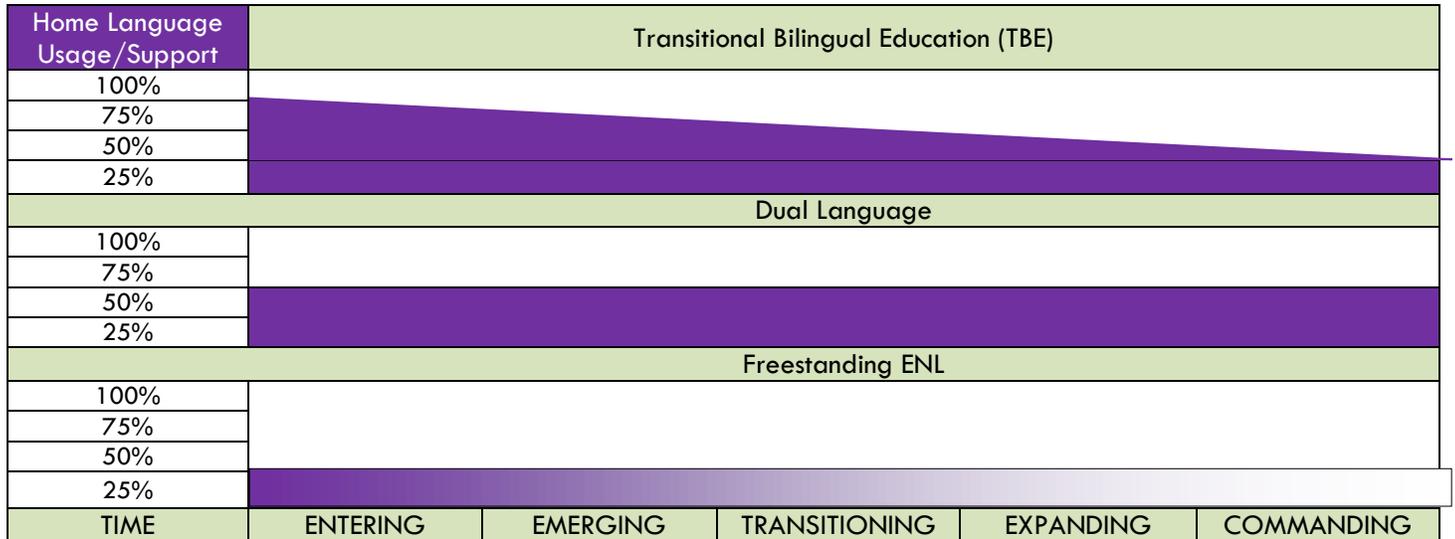


*Note “other approved services” does not apply to New York City at this time.

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.
All of our students receive differentiated instruction in ELA, math and other content areas. Our ELLs are no exception. We offer our ELLs individualized instruction targeting their English language needs as well as their curriculum needs towards meeting the Common Core Learning Standards. English Language Learners are given additional support when necessary in ELA, math and other content areas through the use of intervention programs such as SETSS, Rtl, and summer school. Small group instruction and flexible groupings provide further support. NYS bilingual glossaries are provided in different content areas in order to support each child's understanding of the lesson and materials. These interventions are in English, but if necessary native language is also provided.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Each year administration as well as our ESL teachers review the data of our ELLs. We look for patterns and trends that may need to be addressed. We order, develop and follow programs that meet the needs of our students and allow us to differentiate in order to meet each child's individual needs. We collaborate with classroom teachers and meet with network support specialists in an effort to ensure that each student is receiving the highest level of education in order to meet or exceed the Common Core Learning Standards. Success is measured as per our ELLs gains on both formal and informal assessments. Year after year, we are noting our ELLs progress on their NYSESLAT testing as well as other SED tests. Our ESL program at PS 208 is successful for the following reasons: we tap into student's prior knowledge, we give individual support, scaffolding and differentiation techniques are used, collaborative learning, thematic instruction is utilized, and meaningful and standards based language use across curriculum at student's instructional level.
12. What new programs or improvements will be considered for the upcoming school year?
Each year we assess the work done in the previous year, and focus our attention to what worked and what needs improvement. This year, we have decided to deepen our work in differentiation with all our students including our ELLs.
13. What programs/services for ELLs will be discontinued and why?
Our ELLs have shown progress on the NYSESLAT and other SED tests over the years so we will continue to do what works.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All ELLs are afforded equal access to all school programs and they participate in all of them. They have the opportunity to participate in our Champs Program, Inquiry Focus group, Boy's Reading Club, Club Activities, electives, PTA After School, trips, etc. There is equity amongst all of our student population. ELLs are given the same opportunities as the rest of the PS 208Q students.
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.
Instructional materials used in the school are Ready Gen and Go Math. Many regular classrooms have a Smart Board that is used with all of our students including our ELLs. In addition, we have laptops of which all teachers including our ESL teachers have access to. The ESL teacher has an iPad to use with her students. We have leveled libraries available for all of our students including our ELLs to check out books on their independent reading levels. We have hands on tools such manipulatives for use in mathematics instruction. In addition, the following materials are used to support the learning of ELLs – computer software Schoolnet, Performance Series (reading, math, language arts), Destination Math, My On, Think Central, Dream Box, thesauruses, picture dictionaries (Oxford and Longman) with accompanying CDs, Amazing English, Avenues, Imagine, Words Their Way for word work, vocabulary and writing, guided reading books, Big Books, picture books with accompanying audio cassettes, videos with accompanying books, Paired books (fiction and nonfiction about the same topic), sentence builder links, classroom library of picture books, chapter books, poetry, science, social studies and math books, games and maps.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
ELLs are given the opportunity to express themselves in their native language, when needed. When incoming ELLs arrive from other countries, we try to team them up with students who speak their language or place them in classrooms where there is a paraprofessional who speaks their language. We want our ELLs to feel comfortable and confident in asking questions and expressing themselves. We also have bilingual dictionaries and bilingual libraries available for their use. At PS 208 we have respect for and celebrate the linguistic and cultural diversity of students. There is always collaboration between school, home and community. Native language is incorporated into English instruction as a support to clarify, build prior knowledge, extend comprehension and bridge experiences. This is done through technology, bilingual staff, peers, native language materials and flexible groups.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Our English Language Learners are given their required ESL service support in relation to their ages and current grade level. They are given bilingual texts, glossaries and translation services when necessary. In addition, instruction is differentiated in order to meet each child's individual needs as they strive towards both English proficiency as well as meeting their grade's common core curriculum requirements.

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).

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

19. What language electives are offered to ELLs?

We offer Spanish to all students.

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.)

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

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?

The ESL teachers attend CFN 205 meetings and OELL workshops addressing academic rigor and the Common Core Learning Standards and this information is presented to classroom and cluster teachers. Any TC ESL workshops, OELL workshops and others are available for all teachers to attend.

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

As our ELLs transition from middle school to high school, they are given further support from our guidance counselors to discuss transitional concerns and feelings. Staff members continually monitor students and keep the lines of communication open with parents should any needs arise. At the end of each school year, our eighth graders visit their prospective schools in order to familiarize them with their new surroundings, ease their transition and lessen their anxiety.

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.

The ESL teacher conducts professional development activities for the school pedagogical staff during after school meetings. An ESL workshop is planned during the months of September 29, 2015, November 24, 2015, January 19, 2015, March 22, 2016, and May 24, 2016 for all staff to attend. Lesson support and modeling is provided by ESL teachers on an as needed basis. When the ESL teacher pushes in, ESL techniques and strategies to support the Common Core Learning Standards are modeled for the classroom teachers. Teachers keep record of their attendance and pertinent information received during the workshop. Administration keeps copies of all ELL training attendance sheets. 15% of the required professional development hours are dedicated to language acquisition in alignment with core content area instruction including focus on best practices for teaching strategies for ELLs. All PDs are given with an agenda and attendance is recorded. ESL teachers will attend 50% of required PD hours from OELL, TC and through monthly ESL network meetings and any other relevant workshops offered.

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?

At PS 208, Tuesdays after school, during parent communication time, we communicate with parents of ELLs. We meet together with the classroom teacher or content area teachers or speak on the phone. School staff is available for translation, if needed. Goals of the program, their child's progress, analysis of classwork and test assessments are addressed. We inform parents of what they need to do to help their child. These meetings are in addition to mandated parent teacher conferences. At least once a year, we meet individually with parents of ELLs to discuss language development progress and goals of the program (with translators).

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.

This refers to question 2.

Individual student records are kept in ESL student portfolios, cumulative folders, and parent engagement logs. Bilingual staff are available during parent outreach hours in order to be sure parents understand the progress of their child and to address any issues.

3. At PS 208 we have high parent involvement. Parents are encouraged to get involved in school activities. We offer parents throughout the year the ability to participate in activities with their children both during the school day and after school. We have parent workshops, school trips, food festivals, class activities, shows, museum visits and plays. In addition, they are given parent workshops throughout the year to inform them of upcoming assessments and student progress on NYSITELL, NYSESLAT, and interim ESL assessments. The Translation and Interpretation Unit is used if necessary.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
The school partners with North Shore Hospital, Met Life, Fire Department and the Queens Public Library. We have bilingual staff to help or contact the Translation and Interpretation Unit.
5. How do you evaluate the needs of the parents?
We evaluate the needs of parents through our PTA meetings and through our ongoing communication with parents, teachers, and our parent coordinator. We always have translators available.
6. How do your parental involvement activities address the needs of the parents?

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

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.

Part VI: LAP Assurances

School Name: PS/IS 208

School DBN: 2

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)
James Philemy	Principal		6/24/15
Rachel Thomas	Assistant Principal		6/24/15
Devon Hunter	Parent Coordinator		6/24/15
Zipora Cysner	ENL/Bilingual Teacher		6/24/15
	Parent		6/24/15
Mary Sweeney/Read Rec.	Teacher/Subject Area		6/24/15
Laura Scarborough/SETSS	Teacher/Subject Area		6/24/15
n/a	Coach		
n/a	Coach		
Suze Meisel	School Counselor		6/24/15
Lenon Murray	Superintendent		6/24/15
	Borough Field Support Center Staff Member _____		
	Other _____		
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **#INGEST ERROR!** School Name: **PS/IS208**
Superintendent: **L**

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.learn DOE.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.

We review part III of the Home Language Identification Survey (HLIS), generate RHLA and RPOB ATS reports, look at student emergency cards, and review Language Information Surveys to determine parents language preference. We receive referrals from both teachers and the Parent Coordinator. Our Parent Coordinator also surveys parents before and after school and informs them about our written/oral translation services. Our findings are that the major languages in our school that the parents request translation are Spanish and Bengali. Teachers were informed of these findings during grade conferences and informal conversations. These services are for all parents, not just for parents of ELLs. We analyze data from ATS reports RHLA and RPOB and share with the school community including parents and teachers.

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.

Most parents request English as their preferred languages for both written and oral communication. Some parents request Spanish communications. We use in house school staff and DOE Translation and Interpretation Unit, or outside vendor language services to help with translation and interpretation If necessary, we contact the Translation and Interpretation Unit if we need help with low incidence languages .

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 translated documents we disseminate are annual handbooks, newsletters, calendars, parent teacher conference announcements, after school program information, NYS testing dates, PTA meetings, letters form school leadership, notices for parent workshops, parent- teacher conferences, open school invitations and special events. These translated documents are distributed at the same time as the school population. In addition, NYSESLAT translated information is distributed 3 weeks before administration of the NYSELAT.

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.

Parent-teacher conferences are held 3 times a year (November 4, 2015, March 2, 2015, and mid May) with translators available. Curriculum nights are held at least once a year in September with translators available. All phone conversations for attendance, guidance, teacher concerns and nurse are in preferred language, if necessary. This will enable our parents to achieve a greater comfort level and a better understanding of the material being presented at each meeting or on each informational notice. Individual ELL conferences are held minimally once a year with translators available. We contact the DOE Translation and Interpretation Unit whenever the need arises. Whenever necessary, provisions are made for parents to have immediate translation on the telephone or during school visits.

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.

We translate parent communication letters in house by bilingual school staff (adult personnel and pedagogues) in Spanish and Bengali. For low incidence languages we might encounter, we contact the DOE Translation and Interpretation Unit or outside vendors. We are sure to translate in advance to be sure parents are receiving letters at the same time of distribution as the general population.

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.

We interpret over-the-phone by utilizing in house bilingual school staff (adult personnel and pedagogues) in Spanish and Bengali. For low incidence languages we contact the DOE Translation and Interpretation Unit or outside vendors.

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.)

We ensure that all staff members are aware of how to use translation services and over the phone interpretation service by T & I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, email, and posted announcements in office. It is written in the CEP and LAP, for everyone to see.

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

We will use bilingual staff and contact DOE Translation and Interpretation Unit whenever the need arises. We will show translated editions of the Parents' Bill of Rights, Parents' Guide to Language Access, Language ID Guide to provide translation and interpretation services to all parents who require such services. Our goal is to ensure that parents whose language is other than English are provided with the opportunity to participate in their child's education. We ensure this for all parents who require them, not just parents of ELLs. We plan to have school notices regarding parent workshops, PTA meetings, and Parent Teacher Conference notices translated. We also utilize the DOE translation unit, in addition to bilingual in-house staff and other outside vendors to translate our written notices. We plan to provide oral translation during the regular school day using our bilingual guidance counselors and our bilingual staff members. Signs are clearly posted in the main office/corridor for translation services. Whenever possible, provisions are made for parents to have immediate translation on the telephone or during school visits.

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)

Mechanisms we use to gather feedback from parents on the quality and availability of services are parent surveys. Also feedback from PTA meetings, parent teacher conferences, phone conversations, food festival, and assembly programs. In addition, the parent coordinator provides feedback from parents.