



**PUBLIC SCHOOL 207**

**2009-10**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: 10X207**  
**ADDRESS: 3030 GODWIN TERRACE**  
**TELEPHONE: 718-796-9645**  
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**SECTION I: SCHOOL INFORMATION PAGE**

SCHOOL NUMBER: 10x207 SCHOOL NAME: PS 207

SCHOOL ADDRESS: 3030 Godwin Terrace

SCHOOL TELEPHONE: 718-796-9645 FAX: \_\_\_\_\_

SCHOOL CONTACT PERSON: Leigh Betancourt EMAIL ADDRESS: Lbetancourt2@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: \_\_\_\_\_

PRINCIPAL: Maria J Rosado

UFT CHAPTER LEADER: Leida Lopez

PARENTS' ASSOCIATION PRESIDENT: Laura Vidal

STUDENT REPRESENTATIVE:  
(Required for high schools) \_\_\_\_\_

**DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION**

DISTRICT: 10 SSO NAME: CFN 10

SSO NETWORK LEADER: Maria Quail

SUPERINTENDENT: Sonia Menendez

## SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
<b>Maria J Rosado</b>	*Principal or Designee	
Leida Lopez	*UFT Chapter Chairperson or Designee	
Laura Vidal	*PA/PTA President or Designated Co-President	
Barbara Quinones	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Ileana McGeever	Member/paraprofessional	
Paulette Camarinos	Member/teacher	
Kenneth Garces	Member/teacher	
Alexandra Kravitz	Member/teacher	
Melinda Rosario	Member/parent	
Arlyne Gonzalez	Member/parent	
Marisol Vargas	member/parent	
Francisca Perez	Member/parent	

(Add rows, as needed, to ensure all SLT members are listed.)

\* Core (mandatory) SLT members

Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

## **SECTION III: SCHOOL PROFILE**

### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

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#### **School Description**

##### Vision

Our school is a community where all students, staff, and parents collaborate with each other, address, accept, and meet the needs of individuals, and create an atmosphere where learning, creativity, and participation take place. The members of our community will be life-long learners and will become active participants in our school and society. We will develop decision-making skills and critical thinking skills, and the ability to communicate effectively.

##### Mission

The mission of P.S. 207 is to provide a safe and nurturing environment where each student develops a love of learning that will last a lifetime. We are dedicated to meeting the specific learning needs of all students in order to ensure they reach their full potential. We embrace the diversity of our learning environment. Students are enriched through participation in the Arts.

P.S. 207 is an early childhood PreK-2 school located in the northwest section of the Bronx in New York. We are in the heart of the Kingsbridge area of the Bronx, a thriving business area, which offers many resources to the surrounding community.

We have an ethnically diverse community at P.S. 207 with approximately 81.15 % of our students coming from Hispanic families, 10.14% from African-American backgrounds, 4.76% from Caucasian families, 2.89% from families of Asian heritage and .82% Alaskan/Native American. The poverty index of P.S. 207 is 87.1%. As a result of the high percentage of LEP students, P.S. 207 has a bilingual and ESL program to meet the needs of a constantly growing immigrant population.

Our school consists of 42 teachers and three administrators. More than 90% of teachers have more than five years experience and more than 84.2% have their master's degree or higher. Approximately 2.3% of the teachers have less than two years in the school. The staff also includes four school aides and seven Educational Assistants.

- We are an inquiry-based learning and performance assessment school. We offer a safe, personalized education with the expectation that our students will achieve very high standards in all of the academic areas, including coursework in the arts.
- In addition to using the New York State and City Standards to enhance our students' achievement, we are working to create an exemplary Arts and Education model within the New York State Department of Education.
- School programs provide opportunities for children to work alongside teaching artists and professional educators during the school day.
- Opportunities for family participation in our school community continue to be a priority.
- On-going staff development is embedded in our school culture.

The following collaborations will continue to enhance our community relations / communications: (1) Studio in a School (2) The Daniel Gwirtzman's Dance Company will also hold a live performance and give a workshop for parents in modern dance. (3) John F. Kennedy Interns provide a dual purpose. They provide our school community with extra support in working with students in the academic arena as well as the social-emotional arena. At the same time, we are building effective work habits to support them with their future careers. (4) LINC will bring Library Power, and help support our efforts in working along side us with the senior citizens of the Marble Hill Center. (5) Lehman College will work with our school, having their students do internships to fulfill their coursework, and benefit from the exposure to an educational setting as they plan for their future professions. We are also looking to expand our collaboration with other community based organizations.

**The School Leadership Team will continue to revise school's Comprehensive Educational Plan. This team is composed of parents and staff members. We are in the process of increasing our parent membership on the**

## SECTION III – Cont’d

### Part B. School Demographics and Accountability Snapshot

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

#### CEP Section III: School Profile

#### Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
<b>School Name:</b>		P.S. 207								
<b>District:</b>		10	<b>DBN:</b>	10X207	<b>School BEDS Code:</b>		321000010207			
DEMOGRAPHICS										
<b>Grades Served:</b>	Pre-K	√	3		7		11			
	K	√	4		8		12			
	1	√	5		9		Ungraded	√		
	2	√	6		10					
Enrollment					Attendance - % of days students attended:					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09			
Pre-K	18	18	18		90.5					
Kindergarten	171	139	129							
Student Stability - % of Enrollment:					Poverty Rate - % of Enrollment:					
Grade 1	160	187	150	(As of June 30)	2006-07	2007-08	2008-09			
Grade 2	138	149	186		91.0	89.7	90.7			
Grade 3	0	0	0							
Grade 4	0	0	0	Students in Temporary Housing - Total Number:						
Grade 5	0	0	0	(As of June 30)	2006-07	2007-08	2008-09			
Grade 6	0	0	0		1	20	86			
Grade 7	0	0	0	Recent Immigrants - Total Number:						
Grade 8	0	0	0	(As of October 31)	2006-07	2007-08	2008-09			
Grade 9	0	0	0		6	10	14			
Grade 10	0	0	0	Special Education Enrollment:						
Grade 11	0	0	0	(As of October 31)	2006-07	2007-08	2008-09			
Grade 12	0	0	0							
Ungraded	0	2	1	Suspensions (OSYD Reporting) - Total Number:						
Total	487	495	484	(As of June 30)	2006-07	2007-08	2008-09			
					0	0	8			
				Principal Suspensions						
				Superintendent						
				Suspensions	0	0	2			
				Special High School Programs - Total Number:						
				(As of October 31)	2006-07	2007-08	2008-09			
				CTE Program						
				Participants	0	0	0			
				Early College HS						
				Program Participants	0	0	0			
English Language Learners (ELL) Enrollment: (BESIS Survey)					Number of Staff - Includes all full-time staff:					
(As of October 31)	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09			
# in Transitional Bilingual										
Classes	78	59	75	Number of Teachers	38	39	41			
# in Dual Lang. Programs	0	0	0							
# receiving ESL services										
only	53	64	77							

**CEP Section III: School Profile**

**Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)**

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	25	0	3	Number of Administrators and Other Professionals	6	9	10
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	4	5
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	0	0	0	% fully licensed & permanently assigned to this school	97.4	100.0	100.0
				% more than 2 years teaching in this school	65.8	66.7	80.5
				% more than 5 years teaching anywhere	68.4	61.5	70.7
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher	84.0	82.0	83.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	81.5	98.1	100.0
American Indian or Alaska Native	0.0	0.4	0.8				
Black or African American	11.5	11.1	10.7				
Hispanic or Latino	82.8	81.0	80.8				
Asian or Native Hawaiian/Other Pacific Isl.	2.7	3.2	2.9				
White	3.1	4.2	4.8				
<b>Male</b>	53.6	55.0	52.7				
<b>Female</b>	46.4	45.0	47.3				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
<b>SURR School (Yes/No)</b>	If yes, area(s) of SURR identification:						
<b>Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:</b>							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>Individual Subject/Area Ratings:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:	IGS			ELA:			
Math:	IGS			Math:			
Science:				Graduation Rate:			

<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							
		<b>Elementary/Middle Level</b>			<b>Secondary Level</b>		
<b>Student Groups</b>		ELA	Math	Science	ELA	Math	Grad Rate
<b>All Students</b>		√	√				
<b>Ethnicity</b>							
American Indian or Alaska Native		-	-				
Black or African American		-	-				
Hispanic or Latino		√	√				
Asian or Native Hawaiian/Other Pacific Islander		-	-				
White		-	-				
<b>Other Groups</b>							
Students with Disabilities		-	-				
Limited English Proficient		-	-				
Economically Disadvantaged		√	√				
<b>Student groups making AYP in each subject</b>		3	3	0	0	0	0

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade:</b>		<b>Overall Evaluation:</b>	√
<b>Overall Score:</b>		<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	√
School Environment:		Quality Statement 2: Plan and Set Goals	√
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals	√
School Performance:		Quality Statement 4: Align Capacity Building to Goals	√
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise	√
Student Progress:			
<i>(Comprises 55% of the Overall Score)</i>			
Additional Credit:			

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
√ = Made AYP	Δ = Underdeveloped
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
	◇ = Outstanding
	NR = No Review Required

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

## SECTION IV: NEEDS ASSESSMENT

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
  - What have been the greatest accomplishments over the last couple of years?
  - What are the most significant aids or barriers to the school's continuous improvement?
- 

Based on the Quality Review.....

What the school does well

- School leaders make effective strategic decisions to address identified challenges, and establish a safe and respectful learning environment.
- The school goes beyond traditional displays of student work to illustrate publicly how it is dedicated to using data to drive school improvement efforts.
- As a result of the principal's strong belief in distributive leadership, staff is energized by the impact their collaborative efforts are beginning to make on student achievement.
- The school communicates clearly to parents the progress their children are making, including ways to extend learning at home.
- School leaders help staff to generate differentiated professional development plans to meet individual skills and interests as well as school-wide goals.
- Uniform portfolios contain student work samples that illustrate clearly progress over time across all grades, enabling teachers and families to examine past achievement.

What the school needs to improve

- Extend the practice of defining individualized short-term goals in all core subjects to improve student learning.
- Ensure all teachers use a repertoire of differentiated instructional strategies to enable them to more precisely match learning activities to specific student needs in all core subjects.
- Develop school-wide consistency in providing meaningful feedback to students through clearly understood rubrics and written comments.
- Increase opportunities for both teachers and students to use technology to extend learning and as an additional way to differentiate instruction.

Overall Evaluation

This school is proficient.

The principal is determined in her belief that distributive leadership empowers staff to identify the steps necessary for ongoing school improvement. By encouraging teachers to try new classroom strategies and to take

part in substantive leadership positions on school committees, she builds effective capacity for professional growth. For example, she required each faculty member to participate in an action research project that involved collecting data on five students and then implementing subsequent strategies to accelerate progress. The results of these inquiry projects are presented to the entire staff so they can follow the practice too. Teachers are gratified by the collaborative culture that has emerged within the school and, as a result, display a willingness to implement new programs, to seek one another out for advice and to share expertise. The majority of staff, both in-class and out-of-class, feel fully invested in new initiatives and value that they have access to all training and common planning opportunities.

The school is serious about collecting and using data purposefully to inform staff about student performance and to help them make decisions about establishing groups. Examples of the variety of data and the processes the school uses for analysis, in addition to attractive displays of student work, enliven classrooms and hallways. Teachers have developed a comprehensive set of theme-based project units, which are closely aligned to state standards and which include a broad range of assessment measures for monitoring student progress. Student work portfolios include detailed information about student progress over time in many core subjects. Each teacher uses the information contained in a Small Group Instruction Data Binder for making instructional decisions. While there is evidence of teachers using differentiated instruction methods, these practices are not yet fully embedded across the school. Teachers have access to a range of technology resources, but do not utilize them broadly to extend learning or reinforce skills and so help to individualize instruction. The school communicates clearly to parents, information about their children's achievement and progress and how they can help with homework. Individual short-term goals in each core subject are not formulated in a consistent fashion throughout the entire school to inform these conversations. In addition, students do not receive specific or enough feedback to help them improve their work independently.

School leaders take decisive and immediate steps to deal with areas that are identified for improvement. The principal made the strategic decision to hire a social worker and conflict resolution specialist, and to use a consultant to establish the Responsive Classroom program across the school to improve discipline and the overall school climate of safety and respect. Staff and parents agree that these measures have already resulted in a more orderly school.

### **Findings on School Based Assessments Results:**

Math:

Based on our End of Year Cumulative Math Assessment for the year 2008-2009 the following summarizes our results when looking at our Level I students. In the First grade the EOY Math Assessment results yield that 31% of students that were in Level I made no significant movement but 69% of the other Level I students moved @ least I level or more. The Second grade results yield in the EOY 25% of the Level I students made no movement but 75% of the students in Level I moved @ least one level or more.

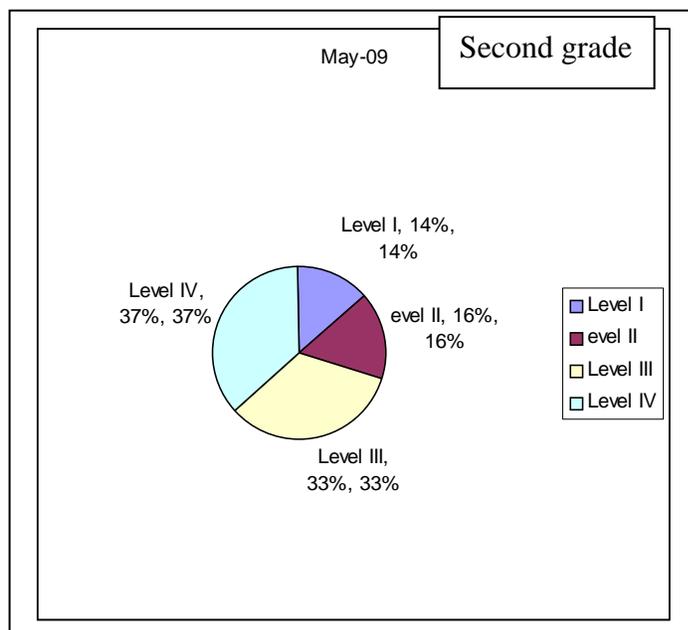
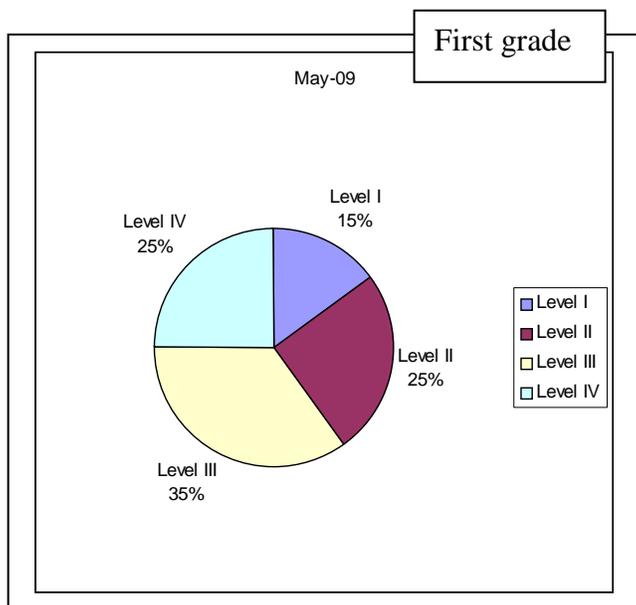
Literacy Assessment Results:

The goal for the year 2008-2009 was to move students at least two levels in reading.

Using the DRA results at the end of the year showed that 95% of the students moved from the beginning of the year (BOY) to the end of the year (EOY) at least two levels in reading in the first grade and in second grade 98% of the students moved from BOY to EOY 98% at least two levels.

As well as that, the DRA results showed that in the first grade students were on the following levels: 15% @ Level I; 25% @ Level II and 60% were at Level III and IV.

## FIRST & SECOND GRADE DRA BENCHMARK



Looking at the Second grade data above May/June reflects that only 14% of the students were on Level I, 16% on Level II, and 70% on Level III -IV.

### Summary:

Based on the DRA data results for the First and Second grade at the end of the year (EOY) from the beginning of the year (BOY) 95% of the First grade students moved at least two levels in reading and in the Second grade the students moved from BOY to EOY 98% at least two levels or more. Therefore the goal was met on the first and second grade.

Based on the DRA benchmark set for Kindergarten 80% of the students were on or exceed their reading level

Based on the table on Kindergarten students tested in the ECLAS 2 phonic strand in the following components yield the following results at the end of the year (EOY)::

- Alphabet Recognition – 89% of the students were above or at the expected level of the benchmark and 11% did not meet the benchmark.
- Alphabet Writing –88% of the students were above or at the expected level of the benchmark and 12% did not meet the benchmark.
- Writing Development – 97 % of the students tested were at the expected level benchmark and 3% did not.
- Spelling – 91% of the students tested were above or at the expected level benchmark and 9 % did not meet the benchmark.

Therefore, Kindergarten was 1% from meeting the goal in the Alphabet Recognition component; 2% from meeting the goal in Alphabet Writing It did however meet the goal and exceeded it in Writing Development by 97% and in Spelling by 91%.

**Overall, we will continue to examine the data to use the findings in planning our instructional program at school wide, grade, and classroom and at an individual student level in an effort to address both our students' needs and strengths. These findings will support our staff development and curriculum revisions in helping us maximize resources and increase student performance.**

Based on a Needs Assessment administered the staff development areas of interest that staff would like pursue are the following:

1st choice	2nd Choice	3rd Choice
differentiating instruction (samples in curriculum, using technology)	project-based planning	behavior management strategies
small group goal setting for guided reading	data analysis	constructivism/inquiry based investigation
science	meaningful feedback	examples of meaningful feedback (what it looks like across subjects)
meaningful feedback	technology	scientific method
art	data to plan instruction	standards
integrating	writing	centers
social studies	higher level questioning	guided math
I.E.P's	lesson planning	individual development (Spanish)
running records	portfolios	differentiation based on data analysis
backward design standards	Bloom's Taxonomy	higher level questioning
based lesson planning	writing strategies	goal setting
making tools for math & reading	differentiation	differentiating instruction
centers	running records	stress reduction
theme projects	art links to literacy	reading
analysis of data	articulation & vocabulary	
behavior management	enrichment	
reading comprehension	inquiry based	
inclusive classroom strategies	investigations	
to support special needs	promoting parent involvement	
technology		

➤ **Parental Involvement needs assessments results.....**

- Parent workshops (how to spend quality time with your kids, curriculum areas, behavior, cooking classes: healthy meals fast, cooking on a budget, Parenting classes for different ages: 0-3, 4-6, 7-9, 10-12, teens, monthly workshops, learning English, computer skills, literacy, parenting skills, evening or weekend classes)
- Parent volunteers 6- read to students
- More active and stronger PTA 5- more participation in PTA
- Family fun night 4 (more that are interactive)
- Parent Coordinator 4
- Trips 4
- Invite parents into classrooms/school more often 4- reading to kids
- Schoolwide website w/discussion board 3- important dates, trips, blogs
- Fundraising: book fairs, flea markets, bake sales, candy sales 3
- Student presentation nights where students can present projects or work 2
- Class parent 2
- More welcoming front entry
- Teacher-led workshops
- Teacher initiated open houses
- Internet
- Parent speakers- storyteller, reader, share profession

- Mini-celebrations for parents who are involved
- Making books from writing
- Curriculum based open houses
- Student performances
- Parent lending library
- Involve parents in daytime school activities
- Positive attitude
- Internship seminars
- School-home centers or phone system to explain homework
- Celebrations

### **Challenges;**

1. To increase the attendance rate of 90.1% of our student population. We are an early childhood facility; parents tend to keep their children home with greater frequency due to a variety of reasons.
2. Our students leave our school after second grade and accessibility to the item analysis for third grade standardized test results has not occurred except for this year. This makes it very difficult for our school to get data, look at the patterns, analyze it and create action plans that will close the gap in areas of need to increase student performance from an early onset to latter years.

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**Notes:** (1) In Section VI of this template, you will need to complete an “action plan” for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

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### **Goal 1: ELA**

*Last year, the literacy team closely monitored students' scores in Literacy, using the Developmental Reading Assessment (DRA) tool and the Early Childhood Literacy Assessment System (ECLAS-2). We reflected on students' rate of progress and our school's use of programs. In an effort to increase literacy success rates at our school, the following annual goal(s) have been established for this school year in an effort to increase literacy success rates at our school.*

Kg: 50% of monolingual students will move at least 2 or more DRA Levels by May 2010.  
1<sup>st</sup>: 70% of monolingual students will move at least 2 or more DRA Levels by May 2010.  
2<sup>nd</sup>: 80% of monolingual students will move at least 2 or more DRA Levels by May 2010.

### **Goal 2: Math**

*In an effort to improve instruction and performance for our struggling students, the following annual goal has been created. This goal will help us to continually review student work and align our instructional practices for Level 1 students who continue to struggle in the area of mathematics year after year.*

70% of the lowest performing students in the first and second grade will increase their math skills from September 2009 to May 2010 a low level 1 to a high level 1 or higher based on the Cumulative Math Assessment.

### **Goal 3: Parent Involvement**

*Parent involvement continues to be an area of utmost importance to the School Leadership Team. We recognize that parental involvement has a direct correlation to student achievement. Last year, as a school community, we made great progress in this area as we opened our doors for more evening events in an effort to accommodate our diverse needs. This year, we anticipate an increase in parental involvement to further support academic achievement and have constructed the following goal:*

**GOAL:** Increase the participation rate in school activities and workshops by 30% from this year to last year, as measured by attendance sheets throughout the school year.

**Goal 4: Theme**

*Currently, our school uses performance assessments and teacher observations which demonstrate students' abilities to meet state standards and guide next teaching steps. In an effort to document progress in the content areas and assist teachers with better instructional decisions, cumulative grade-wide assessments are needed. As a result, the following annual goal has been constructed:*

GOAL: Through teacher-collaborative processes, a standards-based end-of-the-year examination for first and second grade students will be constructed and administered to students by June 2010, as measured by the assessment tool's final product.

**Goal 5: Attendance**

*After reviewing our attendance rates, our school needs to strengthen its efforts to meet the attendance guidelines set forth by city regulations. Our goal and action plan provide for a more organized way of addressing this area in an early childhood arena.*

GOAL: Increase the school-wide attendance rate for students (Pre-k thru grade 2) as compared to last year by 4.9% by June 2010 as measured by Automate the Schools (ATS) attendance reports.

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** ELA

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><i>Last year, the literacy team closely monitored students' scores in Literacy, using the Developmental Reading Assessment (DRA) tool and the Early Childhood Literacy Assessment System (ECLAS-2). We reflected on students' rate of progress and our school's use of programs. In an effort to increase literacy success rates at our school, the following annual goal(s) have been established for this school year in an effort to increase literacy success rates at our school.</i></p> <p><u>Kg:</u> 50% of monolingual students will move at least 2 or more DRA Levels by May 2010.</p> <p><u>1<sup>st</sup>:</u> 70% of monolingual students will move at least 2 or more DRA Levels by May 2010.</p> <p><u>2<sup>nd</sup>:</u> 80% of monolingual students will move at least 2 or more DRA Levels by May 2010.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><i>Building Students' Decoding Skills as a Strategy for Reading Accuracy:</i></p> <ul style="list-style-type: none"> <li>Use of the Foundations program daily to develop decoding skills</li> <li>Use of Literacy Centers for follow up activities</li> <li>Weekly review of data by teachers to monitor student learning outcomes and revise planning</li> <li>Effective small group instruction lessons using text sets with decodable patterns</li> <li>Use of daily running records by teachers to inform day to day instructional goals/outcomes</li> <li>Effective teacher feedback</li> <li>Student-student feedback</li> <li>Student self-monitoring</li> </ul>

Use of school-wide assessments as interim benchmarks, screenings, and progress monitoring tools (ECLAS-2, DIBELS, and Reading 3D)  
Student participation in the Extended Day Program to target decoding skills, using the Sidewalks program  
Use of Academic Intervention Services to address this sub-skill (Guided Reading teachers-full time and F-status)

*Building Sight Word Retention as a Strategy for Reading Accuracy:*

Interactive Word Walls  
Use of Foundations program-trick words  
Guided Reading: Purposeful planning in selecting books to address sight word retention  
Use of individualized sight word card baggies  
Effective teacher feedback  
Peer tutoring in the classroom  
Student self monitoring  
Use of school-wide assessments as progress monitoring tools (ECLAS-2, Reading 3D)  
Student participation in the Extended Day Program to target sight word retention  
Use of Academic Intervention Services to address this sub-skill (Guided Reading teachers-full time and F-status)

*Improving Students' Comprehension Skills:*

Use of varying genres within curriculum maps  
Incorporation of the Workshop Model for effective instructional routines  
Vocabulary & Fluency building exercises  
Use of quality questioning techniques by teachers using Bloom's Taxonomy  
Use of written student work to demonstrate understanding of texts (journals, reflections, responses, summaries, retells)  
Comprehension quizzes/exams, multiple choice, short answers  
Strengthening Accountable Talk (turn & talk, fishbowl, debates, book clubs, use of anchor charts, book buddies, teacher assessment tools to evaluate levels of accountable talk)  
Effective teacher feedback  
Student –student feedback  
Student self monitoring  
Use of school-wide assessments (DRA 2x a year as formative assessments and Reading

	<p>3D as interim benchmarks)  Use of Academic Intervention Services to address this skill (Guided Reading teachers- full time and F-status)  Use of Inquiry Teams to further analyze the relationship between comprehension and writing (Second grade Team will focus on response to literature.)</p> <p><i>Professional Development for Teaching Staff:</i>  Learning Walks-Use teachers who consistently show high percentages of students reaching grade level expectations in DRA across years.  Intra-visitations  Goal Setting-Establishing school-wide routine of developing short term goals consistently as part of the curriculum  Meaningful feedback and purposeful assessments-Analyzing third grade ELA exam results, running records, Developmental Reading Assessments  Differentiated lessons to maximize learning opportunities  Use of AUSSIE consultant</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Schedules, training, staffing and resources will be aligned to meet needs and to strengthen program implementation in order to maximize outcomes. F status reading teacher, Professional Development for classroom teachers and extended day buddies in ELA provided by the Assistant Principal, Literacy Coach, CFN network, and AUSSIE consultant. Inquiry studies on the Kindergarten and Second grades on ELA. Funding sources from NYSTL, Title I, ARRA, Title III, TL Fair Funding, C4E will be used for staffing, professional development and resources</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>DRA scores will be used to evaluate progress towards meeting this goal (2x a year).  Reading 3D will assist with evaluating our progress as an interim assessment  ECLAS-2 will also be used to monitor sub-skills in Literacy development.  Dibels will be administered for progress monitoring.</p>

**Subject/Area (where relevant):** Math

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><i>In an effort to improve instruction and performance for our struggling students, the following annual goal has been created. This goal will help us to continually review student work and align our instructional practices for Level 1 students who continue to struggle in the area of mathematics year after year.</i></p> <p>70% of the lowest performing students in the first and second grade will increase their math skills from September 2009 to May 2010 from a low level 1 to a high level 1 or higher based on the Cumulative Math Assessment.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Implementation of the <i>Everyday Mathematics Program</i>, Mclass math assessments, school-based problem solving curriculum supplemental packets, writing portfolio exercises, NYC Mathematics Comprehensive Math Program, Daily Math message, The students in the Extended Day Program will receive intervention in math using Extended Day Math Program. Additionally, second grade students will receive AIS in mathematics. Inquiry study in first grade focused on math topics.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Scheduling the AIS and the Extended Day for the students for math services. A block of time during the day for the problem-solving activities and for the math workshop. Professional Development for classroom teachers as well as Extended Day buddy teachers for math by the Math coach. A math consultant from NYC Math Project will be scheduled in cycles to work with classroom teachers in Math. Funding sources used: NYSTL, Title I, Title III, TL Fair Funding</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Interim progress monitoring with Mclass, unit tests, problem –solving samples for Portfolios, and the Cumulative Math Assessment administered.</p>

**Subject/Area (where relevant):** Parent Involvement

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><i>Parent involvement continues to be an area of utmost importance to the School Leadership Team. We recognize that parental involvement has a direct correlation to student achievement. Last year, as a school community, we made great progress in this area as we opened our doors for more evening events in an effort to accommodate our diverse needs. This year, we anticipate an increase in parental involvement to further support academic achievement and have constructed the following goal:</i></p> <p>GOAL: Increase the participation rate in school activities and workshops by 30% from this year to last year, as measured by attendance sheets throughout the school year.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Plan year long day events for workshops based on parents interests and student academic support.          Plan year long monthly school wide day events for parents' participation.          Plan 4-5 evening events for both academic and family enjoyment.          Curriculum Orientation at the beginning of the year          Parent Welcome Packet for the year.          Student Performances throughout the year          School phone messenger to advertise events in the school and outreach.          Parent Evaluation forms          Individual classroom invitation to classroom events and field trips.          Parent Coordinator, CRT and Social Worker availability hours          Bulletin Boards at the main entrance and Kimberly information center.          PA meetings and events hosted.          SLT membership</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Translations available using funding, Title I, Title III and TL Fair Funding          Parent Coordinator monthly training from DOE to support his role and support for parents.          Teacher Team for the LES analysis and action plans</p>

<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Learning Environment Survey  Parent Evaluation Forms  Parent Attendance Sheets  Parent Participation Tracking log  Needs Assessment Survey  SLT Review and Teacher Team end of year analysis</p>
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**Subject/Area (where relevant):** Theme: Social Studies and Science

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><i>Currently, our school uses performance assessments and teacher observations which demonstrate students' abilities to meet state standards and guide next teaching steps. In an effort to document progress in the content areas and assist teachers with better instructional decisions, cumulative grade-wide assessments are needed. As a result, the following annual goal has been constructed:</i></p> <p>GOAL: Through teacher-collaborative processes, a standards-based end-of-the-year examination for first and second grade students will be constructed and administered to students by June 2010 as measured by the assessment tool final product.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><i>Teacher teams will be established across grades to create exams for first and second grade students</i></p> <p>Teacher teams will review curriculum maps, standards for NYC and NYS, content programs to identify over arching commonalities and differences to close the gaps in the units of study. Teachers will identify main ideas and begin to create a tool that will be administered to capture students' learning outcomes overall. Teachers will create a tool that will combine the end unit assessments and select questions or activities that will provide an overall cumulative assessment to administer at the end of the year that will capture the students' yearlong learning. teachers will administer tool at the end of the year, analyze results and review results with the objectives to compare and contrast findings and create next steps.</p>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Professional development for teachers.  Per session or training opportunities for the work.  Grade meetings to discuss and seek input in the progress of the work.  Title I, Title III and TL Student Funding for resources</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Monthly Meetings with Principal and team members to review progress of constructing the assessment tool  Two checkpoints throughout the process to ensure alignment with NYS standards  Cumulative Assessment Tool  Agendas and Attendance  Implementation and Analysis of the End-of-the-Year Exam to determine next curricular steps for the content areas for 2010-2011.</p>

**Subject/Area (where relevant):** Attendance

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><i>After reviewing our attendance rates, our school needs to strengthen in its efforts to meet the attendance guidelines set forth by city regulations. Our goal and action plan provide for a more organized way of addressing this area in an early childhood arena.</i></p> <p><i>GOAL: Increase the school-wide attendance rate for students (Pre-k thru grade 2) as compared to last year by 4.9% by June 2010 as measured by Automate the Schools (ATS) attendance reports.</i></p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Attendance Team will have workshops for parents with students identified with attendance issues.  School wide posting of attendance per day, week and month posted on the bulletin boards.  Reward and incentive system for students and classes with 100% attendance.  Students recognized with 100 % attendance at assemblies.  Breakfast for parent and student with 100% attendance.  Phone messenger daily calls and logs.  Attendance teacher follow up visits for attendance issues.</p>

	<p>Social worker support in assistance with chronic attendance issues.  Listing of city agencies that provide support for parents.  <i>The entire student population will be targeted initially and subgroups will continually be modified to reflect individuals who show poor attendance based on monthly attendance report reviews</i></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Social worker, attendance teacher, parent coordinator and school staff reach out systems. Title I and AIDP, and TL Fair Funding.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Attendance Reports (daily, weekly, monthly)  Attendance Team analyzing data on a monthly basis.  Closing out of long term absence.  Attendance Team Monthly meetings</p>

## **REQUIRED APPENDICES TO THE CEP FOR 2009-2010**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS**

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A		5	5	3
1	60	60	N/A	N/A			10	1
2	60	30	N/A	N/A			10	
3			N/A	N/A				
4								
5								
6								
7								
8								
9								
10								
11								
12								

**Identified groups of students who have been targeted for AIS, and the established criteria for identification:**

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<b>Small group instruction and one to one in Foundations, sidewalks during the extended day and during the school day in grades 1-2. Small group instruction during the day for first and second grade students for 30-40 5x wk.</b>
<b>Mathematics:</b>	<b>Small group instruction and one to one using Extended Day Math, Exploring Math during the extended day and during the school day in grades 1-2. Small group instruction twice a week for second graders.</b>
<b>Science:</b>	
<b>Social Studies:</b>	
<b>At-risk Services Provided by the Guidance Counselor:</b>	
<b>At-risk Services Provided by the School Psychologist:</b>	<b>Children in crisis – observation in classrooms to analyze behaviors and provide assistance in creating behavioral action plans for students.</b>
<b>At-risk Services Provided by the Social Worker:</b>	<b>One-to-one and small group services provided during the school day. For the students identified.</b>
<b>At-risk Health-related Services:</b>	<b>1:1 health paraprofessionals as mandated by IEP PreK-1 vision and hearing screening by Department of Health &amp; by school in grade 2. for new admits.</b>

## APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

### *NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.

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#### PART I: SCHOOL ELL PROFILE

Our Language Allocation Policy Team is composed of our Principal, Maria J. Rosado, Assistant Principal, Leigh Betancourt, our Literacy Coach, Diane Carrero, Math Coach, Mary Hehir, ESL Teacher, Jong Suk Pressey, Teachers, Teresa Santana/K Bilingual, Maria Garcia/K-SE Bilingual, Related Service Provider, Carmen Arias, Parent Coordinator, Alex Rodriguez, SAF, Sonia Menendez, Network Leader, Maria Quail. The total population of our school is 450. Of that total population, 181 or 40.2% of our children are English Language Learners.

#### PART II: ELL IDENTIFICATION PROCESS

Our ESL (ENGLISH AS A SECOND LANGUAGE) teacher, **Jong Suk Pressey** has permanent TESOL certification, an ESL license, as well as a common branch license for Pre-k to 6th grade. **She speaks English, Spanish and Korean. Based on the languages spoken at registration, translation services are utilized if needed.** At registration, our ESL Teacher is present to review Home Language Surveys (HLIS) of all newly enrolled students. Based on responses to HLIS, the ESL teacher then does a brief intake interview with the child to determine next steps and LAB-R (LANGUAGE ASSESSMENT BATTERY-REVISED) is administered to the students new to the NYCDOE school system. The ESL teacher then makes the OTELE (Other Than English Language Exposure) determination, and completes and signs the HLIS, filing it in the student's cumulative record folder while keeping a copy for monitoring purposes. At some point the ESL teacher takes time to update and file the Home Language of the newly admitted students and prior ELL students, ensuring accuracy by correcting any errors on the students' information. Using the HLIS, ELL students are identified and the Language Assessment Battery test is administered within ten days of enrollment. If student does not pass the LAB-R in English, it is then administered in Spanish. Once LAB-R score is determined, parents of that child will receive an entitlement letter that also states LAB-R score and the three different program models that parents can choose from. If the student does not receive a passing score, the parent is notified in writing of their child's status as an ELL and is invited to come in and view the Orientation video for Parents of Newly Enrolled English Language Learners.

The ESL teacher is responsible for planning and organizing the Kindergarten Parents' Orientation to inform them about their choices. Informational letters outlining this process are created in as many native languages as necessary based on the demographic information. **Our ESL teacher makes arrangements for the parents to come by for the orientation within ten school days after entering the NYC public school system** explaining their child's rights to the program and the purpose of the orientation. We provide the necessary translators to make sure they understand what program they are signing up for and to answer any questions they may have. After viewing the video, the parents will fill out and sign the Parent Survey and Choice form in their native language. These forms are secured and kept on file. The child is placed in a TBE (TRANSITIONAL BILINGUAL EDUCATION) or receives ESL services, according to the choice of program the parent has opted for. Our school does not offer a Dual Language Program. If this is the parental choice, then we assist in helping the parent find a Dual Language Program in another school using our ISC representative.

Once students are placed in their respective classes for the school year, the parents of all English Language Learners will receive a placement letter if they are new to the NYC public school system or a Non-Entitlement letter, if they passed the LAB-R. ELL students who took the NYSESLAT (NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST) exam will receive a letter stating whether they will receive ESL service or not

depending on their test score. ELL students who are placed in the monolingual class at parental request will also receive a letter indicating that these students will receive ESL services by an ESL certified teacher.

Once they are identified as an ELL student from the **RLAT (LAB-R, SCORE and NYSESLAT SCORES for the past three years) and RNMR (NYSESLAT SCORES AND MODALITY BREAKDOWN)** reports generated from ATS (**AUTOMATE the SCHOOLS**), parents of those students will receive notice of the continuum service of ESL while attending our school or until the student has tested out from NYSESLAT. Parents of children who test out will receive non-Entitlement Letters NYSESLAT scores will indicate what level **the** student is at and whether he/she is proficient as a beginner, intermediate or advanced ELL. **ELL's are evaluated annually with information from the NYSESLAT. The RLAT and the RMNR reports are generated via ATS in order to specifically derive information on the deficiencies of each individual student. From these reports, trends are analyzed and professional development is planned so our Bilingual/ESL teachers can tailor lesson to the specific needs of their populations. Workshops for the parents of ELL's are also planned and facilitated by our ESL teacher and or so that parents can learn strategies that can be utilized in the home to further strengthen skills.** The NYSESLAT score also shows which area or areas a student is deficient in. These scores are then converted into a scale score using the NYSESLAT raw score conversion chart to see in which area they need additional attention. Parent choice forms are looked at closely. In noticing trends, our school seems split with Parental Choice for 2009-2010 at 82 parents opting for ESL services and 80 opting for Transitional Bilingual Education. Our program models are closely aligned with parent requests. As needs arise, we intend on continuing to accommodate parent choice. Parental choice is honored 100% of the time.

**PART III: DELIVERY OF INSTRUCTION, PROGRAMMING AND SCHEDULING, PROFESSIONAL DEVELOPMENT AND SUPPORT FOR SCHOOL STAFF, PARENTAL INVOLVEMENT**

There are three bilingual, regular education classes and two bilingual special education classes. **In Kindergarten, we have 32 children in Transitional Bilingual Education, in grade 1, we have 33 children in Transitional Bilingual Education and in grade 2, there are 24 children. In our ESL push in/pull out program, we have 38 children in Kindergarten, 39 children in grade 1 and 15 children in grade 2. Our total ELL population is 181. We have no SIFE children and we have 64 newcomers. With respect to ELL's (0-3 years) by Subgroups, we have 70 children in Transitional Bilingual Education, and 20 Special Education Students in Transitional Bilingual Education. The number of ELL's in ESL by grade are as follows: 33 in K, 32 in grade 1 and 7 in grade 2 that are all part of the Spanish language group. We have 2 in K, 1 in grade 1 and 5 in grade 2 in our Chinese language group, 2 in K, 3 in grade 1 in our Arabic language group, 1 child in grade 2 in our Haitian Creole group and there is 1 child in K, 3 children in grade 1 and 2 children in grade 2 in other language groups. Our ELL population is grouped heterogeneously. We have an ESL push-in and pull out program for students in grades K-2. The mandated number of instructional minutes is prescribed based on proficiency levels. Sample schedules are as follows:**

Class: 1-109      ESL Push in

Time	Monday	Tuesday	Wednesday	Thursday	Friday
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8:40-9:30	8:30-8:40 Morning Routines 8:40-9:10 Foundations 9:10-9:20 Problem of the day	8:30-8:40 Morning Routines 8:40-9:10 Foundations 9:10-9:20 Problem of the day	8:30-8:40 Morning Routines 8:40-9:10 Foundations 9:10-9:20 Problem of the day	8:30-8:40 Morning Routines 8:40-9:10 Foundations 9:10-9:20 Problem of the day	8:30-8:40 Morning Routines 8:40-9:10 Foundations 9:10-9:20 Problem of the day
9:35-10:25	<b>Reading Workshop,Mini- lesson, GR, Ind. Reading,Literacy Centers, Conferring, Share/Reflection *(ESL)</b>	<b>MUSIC</b>	Math Workshop, Mini-Lessons, Investigation/ Exploration, Share	<b>Reading Workshop,Mini- lesson, GR, Ind. Reading,Literacy Centers, Conferring, Share/Reflection *(ESL)</b>	Theme Mini-Lesson, Project time, Share
10:30- 11:20	Writing Workshop,Mini Lesson,Guided Wtng., Ind. Wtg, Conferring, Share/reflection n (GR)	<b>Theme Mini-Lesson, Project time, Share *(ESL)</b>	<b>ART</b>	Writing Workshop,Mini Lesson,Guided Wtng., Ind. Wtg, Conferring, Share/reflection (GR)	<b>H</b>
11:25- 12:15	<b>L</b>	<b>U</b>	Theme Mini-Lesson, Project time, Share (ESL)	<b>GYM</b>	Reading Workshop,Mini- lesson, GR, Ind. Reading,Literacy Centers, Conferring, Share/Reflection

12:20-1:10	<b>Theme Mini-Lesson, Project time, Share *(ESL)</b>	<b>Reading Workshop, Mini-lesson, GR, Ind. Reading, Literacy Centers, Conferring, Share/Reflection *(ESL)</b>	N	C	Writing Workshop, Mini Lesson, Guided Wtng., Ind. Wtg, Conferring, Share/reflection (GR)
1:15-2:05	SCIENCE	<b>Writing Workshop, Mini Lesson, Guided Wtng., Ind. Wtg, Conferring, Share/reflection (GR) (ESL)*</b>	<b>Reading Workshop, Mini-lesson, GR, Ind. Reading, Literacy Centers, Conferring, Share/Reflection *(ESL)</b>	Math Workshop, Mini-Lessons, Investigation/ Exploration, Share	Math Workshop, Mini-Lessons, Investigation/ Exploration, Share
2:10-2:57.5	Math Workshop, Mini-Lessons, Investigation/ Exploration, Share	Math Workshop, Mini-Lessons, Investigation/ Exploration, Share	Writing Workshop, Mini Lesson, Guided Wtng., Ind. Wtg, Conferring, Share/reflection (GR)	<b>Theme Mini-Lessons, Project time, Share *(ESL)</b>	MUSIC



**NEW YORK CITY DEPARTMENT OF EDUCATION**

P.S. 207 3030 Godwin Terrace Bronx, New York 10463 (718) 796-9645

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Maria J. Rosado, Principal

Leigh Betancourt, Assistant Principal

Farah Chowdhry, Assistant Principal

*P.S. 207...A Great Place Where Little People Learn Today and Lead Tomorrow*

*Striving for Excellence!*

Teacher: Class: K-103 Bilingual

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:37.5	Extended Day				
8:40-9:30	8:30-8:40 Morning Routines 8:40-9:10 Word study 9:10-9:20 Problem of the day <b>L1</b>	8:30-8:40 Morning Routines 8:40-9:10 Word study 9:10-9:20 Problem of the day <b>L1</b>	8:30-8:40 Morning Routines 8:40-9:10 Word study 9:10-9:20 Problem of the day <b>L1</b>	8:30-8:40 Morning Routines 8:40-9:10 Word study 9:10-9:20 Problem of the day <b>L1</b>	8:30-8:40 Morning Routines 8:40-9:10 Word study 9:10-9:20 Problem of the day <b>L1</b>
9:35-10:25	<b>GYM</b>	<b>Math Workshop, Mini-Lessons, Investigation/ Exploration, Share L2/ESL</b>	Reading Workshop,Mini- lesson, GR, Ind. Reading,Literacy Centers, Conferring, Share/Reflection <b>L1</b>	Reading Workshop,Mini- lesson, GR, Ind. Reading,Literacy Centers, Conferring, Share/Reflection <b>L1</b>	<b>Theme Mini-Lessons, Project time, Share L2/ESL</b>
10:30- 11:20	<b>Math Workshop, Mini-Lessons, Investigation/ Exploration, Share L2/ESL</b>	<b>SOCIAL STUDIES</b>	Writing Workshop,Mini Lesson,Guided Wtng., Ind. Wtg, Conferring, Share/reflection <b>L1</b>	Writing Workshop,Mini Lesson,Guided Wtng., Ind. Wtg, Conferring, Share/reflection <b>L1</b>	<b>H</b>
11:25- 12:15	<b>L</b>	<b>U</b>	<b>N</b>	<b>C</b>	Reading Workshop,Mini- lesson, GR, Ind. Reading,Literacy Centers, Conferring,

					Share/Reflection <b>L1</b>
12:20-1:10	Reading Workshop, Mini-lesson, GR, Ind. Reading, Literacy Centers, Conferring, Share/Reflection <b>L1</b>	Reading Workshop, Mini-lesson, GR, Ind. Reading, Literacy Centers, Conferring,	<b>Math Workshop, Mini-Lessons, Investigation/Exploration, Share L2/ESL</b>	<b>Math Workshop, Mini-Lessons, Investigation/Exploration, Share L2/ESL</b>	Writing Workshop, Mini Lesson, Guided Wtng., Ind. Wtg, Conferring, Share/reflection <b>L1</b>
1:15-2:05	Writing Workshop, Mini Lesson, Guided Wtng., Ind. Wtg, Conferring, Share/reflection <b>L1</b>	Writing Workshop, Mini Lesson, Guided Wtng., Ind. Wtg, Conferring, Share/reflection <b>L1</b>	<b>SCIENCE</b>	<b>Theme Mini-Lessons, Project time, Share L2/ESL</b>	<b>ART</b>
2:10-2:57.5	<b>Theme Mini-Lessons, Project time, Share L2/ESL</b>	<b>Theme Mini-Lessons, Project time, Share L2/ESL</b>	<b>Theme Mini-Lessons, Project time, Share L2/ESL</b>	<b>MUSIC</b>	<b>Math Workshop, Mini-Lessons, Investigation/Exploration, Share L2/ESL</b>

Beginning and intermediate students receive 360 minutes weekly of **ESL instruction using ESL methodologies such as the Cognitive Academic Language Learning Approach (CALLA), Total Physical Response (TPR) and Sheltered Instruction, Observation Protocol (SIOP)** utilizing a differentiated approach. Lessons are differentiated according to product, process or content and focus on different modalities based on the learning style of the child. Differentiated modalities would touch upon one or all of the following: kinesthetic, tactile, auditory or visual learning styles. The advanced and transitional students receive a minimum of 180 minutes in ESL instruction using ESL methodologies. **With respect to our pull-out program, students on the same**

**proficiency level and grade level are pulled out and serviced in another classroom with children of the same grade and proficiency level. Students that will be discontinued receive one period of transitional support utilizing ESL methodologies.** Teachers with students in the monolingual and bilingual classrooms implement the literacy and math frameworks in their classrooms. These models allow teachers to work with students on an individual basis, in small group instruction, and on whole class lessons. The teachers use literature where illustrations match the text. In the content area the teacher uses inquiry and project-based learning activities. These require using hands-on manipulatives to build comprehension of English Language Learners, and their monolingual peers. Learning activities are planned to scaffold the students' learning from previously mastered material to new concepts. The needs of the ELL's are addressed in the school by giving them equality and equity in all school activities and also providing services that meet their needs. There are currently two licensed ESL teachers in the school who provide services for the ELL's in the monolingual classes. The bilingual classroom teachers possess either Bilingual or ESL certification in order to service their population of English Language Learners. Bilingual and ESL teachers also have common preps to plan, receive staff development, and discuss issues that may affect, specifically, the ELL population. Since most of our bilingual classes are bridged, there are preps and lunch periods given throughout the week that allow the teachers to plan with each of the grades (monolingual counterparts) **represented** in their classroom. We have presently four teachers with ESL licenses in the school building.

In the Bilingual classes we allocated five periods a week in native language instruction during the literacy block, starting in Kindergarten and reducing the literacy block to two periods a week by grade two. The other periods of the literacy block during the week **are** in English. As in the Monolingual classrooms, the components of the literacy block are followed. Those components include: (1) **Independent Reading:** Students read a book at their independent level **and** the teacher confers with students during this time. (2) **Interactive Writing:** In the lower grades teachers invite students to take risks in recording their oral sentences into written text. (3) **Read Aloud:** The teacher chooses a text, usually grade level or one grade higher, and reads aloud the text to the class. The teacher models fluent reading behavior, **and the** skills, strategies and habits of good readers. (4) **Guided Reading.** The teacher leads small group instruction based on assessed needs. Classroom Libraries will consist of children's literature, including fiction, poetry and non-fiction books that appeal to a variety of different interests, and better engage students in reading and writing. In the bilingual classrooms, there are libraries of Spanish books in addition to libraries of English books. **In addition, teachers utilize trade books, the Scott Foresman series for instruction in Social Studies and Everyday Mathematics. The AWARD Program is also utilized for ELL instruction.** Materials to support word study are provided in Spanish and English, e.g., word walls, letter charts. The technology component has been infused in the classrooms with bilingual software; desktop computers, some **bilingual and ELL classrooms have a Smart Board, Elmo and laptops to support their learning modalities.**

Our English Language Learners participate in our Extended Day Morning Program where the instructional focus rotates between reading and mathematics. In addition, they receive targeted intervention through push in Guided Reading and Guided Math. English Language Learners are also part of our After School program where the instructional focus is literacy based. English Language Learners in our school are afforded the same opportunities as any other child in our school. In addition to being a part of our After School Literacy Program, we also have a Dance Club underway and a school chorus. Our ELL population is very much a part of these activities as well. **In transitioning from one school to the next, there is ongoing articulation with personnel from the feeder school. This ensures a smoother adjustment period as well as defining proficiency levels so that mandated services will be afforded to them and provided immediately.**

We (administration and coaches) will continue to plan differentiated staff development based on staff needs, mandates, learning walks, observations, teaching artists, consultant and Network feedback. **All personnel who work with ELL's receive staff development geared toward the needs of ELL's via Network/ISC sessions, consultants and in house professional development sessions. Also, all teachers that received Jose P. training have copies of certificates stating such in their official school file.** We will continue the process of assessing our staff development through cabinet meetings, discussions with coaches and consultants, teacher surveys, teacher feedback, conducting walkthroughs, learning walks, and examining students' work in portfolios, folders and notebooks as well as assessments. The outcomes of the aforementioned resulted in bringing forth the need to plan staff development that focused on lesson

planning, fortifying conferring, using conference notes to plan instruction, using student assessment results to drive instruction, concept development within the content areas, creating academic rigor in the thinking curriculum, using the NYC Standards, NYS Standards, and ESL Standards and the teachers' perception of moving from sub-standard work to standard meeting work.

**Parental Involvement is also key where our ELL population is concerned. Information is compiled from our Learning Environment Survey, interest inventories and surveys. Parent workshops are given on a monthly basis as well. Parents are asked to fill out feedback sheets at the close of every workshop. Any feedback that is submitted by parents is examined closely by the LAP team to determine needs and next steps.**

**This year we have a Parent Coordinator who is bilingual and is working closely with the parents to provide them support and recommend resources. He is also planning professional development for the parents based on needs, interest and students' educational support. He also makes sure that all materials are translated for the parents. He uses the phone messenger as a tool to provide additional resources and events information for parents in both Spanish and English.**

**Our Parent Association was newly formed this year. Jointly, we intend, as we did last year, to plan activities to bring guest speakers from the community to present topics of interest to the parents, carry out fundraisers, and hold meetings to increase parent involvement by informing parents about school life at PS 207 and recruiting them as Learning Leaders. The PA will also be sending out a monthly calendar alerting parents of school and parent activities. The PA also has a bulletin board where pertinent information and special events will be posted. The school sends out a monthly calendar and notices discussing upcoming events and curriculum activities during the month. Our Parent Coordinator communicates to our parents on a daily basis and sends out monthly newsletters. He also works closely with the members of our LAP team to ensure that ELL parental concerns are addressed.**

**Our Needs Assessment Findings with respect to Parent Languages is as follows:**

<b>Language</b>	<b>PK</b>	<b>K</b>	<b>1</b>	<b>2</b>
<b>Albanian</b>	<b>1</b>			<b>1</b>
<b>Arabic</b>	<b>1</b>	<b>2</b>	<b>3</b>	
<b>Chinese,ANY</b>		<b>2</b>	<b>1</b>	<b>5</b>
<b>English</b>	<b>11</b>	<b>58</b>	<b>66</b>	<b>81</b>
<b>French-Haitian Creole</b>				<b>1</b>
<b>Portuguese</b>		<b>1</b>		
<b>Spanish</b>	<b>5</b>	<b>74</b>	<b>78</b>	<b>54</b>
<b>Turkish</b>			<b>1</b>	
<b>Urdu</b>			<b>2</b>	<b>1</b>
<b>Vietnamese-Chinese</b>				<b>1</b>
<b>Unknown</b>				
<b>Totals</b>	<b>18</b>	<b>137</b>	<b>151</b>	<b>144</b>

Last year we worked closely with Dr. Nancy Dubetz in assisting the bilingual teachers plan language and content objectives for their students, strengthening the alignment of language allocation across the grades and helping the teachers use native language to support second language instruction for their students. Dr. Dubetz is an expert in ESL methodology and has published nationally. Dr. Dubetz provided support in two ways: (1) monthly meetings with the bilingual teachers and (2) co-planning and co-teaching lessons with the teachers. During monthly meetings, Dr. Dubetz would share resources, and lead a discussion around a specific topic related to ESL/Bilingual instruction as well as NYSESLAT test preparation. In the beginning of the year, the focus was on how to clearly separate the language of instruction using the allocation plan described above. At our June 2009 Professional Development Day, she did a two hour session on nuts and bolts of English Language Learning with our entire staff. A specific goal of these discussions was to generate a set of strategies that teachers used to make explicit connections between the content of their NLA instruction and that of their ELA instruction in order to facilitate children's transition to English and bi-literacy development. Beginning in January, the focus shifted to sheltered instruction in English during the literacy and math blocks. The teachers learned how to develop language and content goals during planning, and explored strategies for: building background knowledge, developing content vocabulary, differentiating instruction to accommodate academic and linguist differences; promoting interaction among students, scaffolding content and tasks in ways appropriate to the linguistic levels of the students providing comprehensible input during instruction, and assessing learning through two languages. She also used the coaching model to co-teach with the teachers. To put into practice the strategies discussed in these meetings, Dr. Dubetz began working directly with individual teachers to observe lessons, and co-plan and co-teach lessons with each of the bilingual teachers in April. **The main focus was analyzing student work and creating lesson plans that were based on the varied proficiency levels and delivering curriculum with a Differentiated Approach utilizing ESL methodologies.** These lessons included sheltered lessons in math, reading, and writing in English. She will be returning for the 2009-2010 school year to continue mentoring and supporting the teachers of our English Language Learners.

Monthly celebrations in literacy and culminating activities for other curriculum areas created opportunities for parents to join their children during the school day. The dance and Art Program provide opportunities for parents to work alongside their children in activities. Our annual school wide events (Celebrating Families, Earth Day, Assemblies, Family Fun Night, Art Expo, Celebrating Cultural Diversity, Halloween Parade, 100 Days of School, Science Expo, Curriculum Orientation, PTC, Open School Week, Assemblies, Poem In Your Pocket, Award Ceremonies, Attendance, etc.) also offered the parents opportunities to partake in their child's school life.

In an attempt to continue strengthening our bonds with our families, our school staff provides on-going workshops that are math and literacy based, while supporting current units of study. These workshops provide a review of the different units of study currently underway in our school, explained by subject and grade level. In these workshops, we address different topics of interest such as homework help, math games, test prep, read alouds and assistance in helping parents apply for a New York Public Library card. There is also a question and answer component. The math coach provides workshops for the parents on the current units with activities that parents could do at home to support their children. The Attendance Committee also holds bi-monthly workshops, and schedule individual meetings with parents regarding attendance issues. The CRT and Social Worker provide workshops for parents on Character Education and Discipline. The school social worker, Crisis Response teacher and our School Assessment Team psychologist are bilingual which serves as a great resource in communicating and providing help to our parents.

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#### **PART IV:ASSESSMENT ANALYSIS**

Teachers of ELL's are currently testing their children in EDL, DRA, ECLAS2 and ELSOL .With respect to data patterns across proficiency levels, 45% of our total ELL population is at the beginning level, 23% of our total ELL population is on the Intermediate level and 32% of our total population is on the

Advanced level. The grade with the lowest number of ELL's is the second grade which tells us that we are moving in a positive direction and high numbers of children are testing out after grade one administration of the NYSESLAT. Our overall numbers in grades K and 1 are close at 61 ELL's in K and 67 ELL's in grade 1. **Our primary area of weakness as evidenced by NYSESLAT modalities is reading and writing. This helps us to define what professional development is necessary and where our instructional focus should be.** This will impact instructional decisions as we need more intense support specifically during the second half of Kindergarten. In addition to their prescribed number of mandated minutes in ESL instruction, ELL students will be part of our Extended Day Program, our Literacy based after school program, Guided Reading and Guided Math, and Enrichment Clubs such as our Dance Club and Chorus Club. There is also a focus on Differentiation of Instruction using ESL methodologies.

All teachers have a Data Binder that houses the scores for all students on Periodic Assessments. Teachers also set interim goals for the class and individual students as needed to achieve long term objectives. Teachers refer to student scores frequently to drive lesson planning, align curriculum maps on respective curriculum teams, to formulate goals and objectives and to create flexible small groups within their classrooms for more targeted instruction. When evaluating the success of our programs for ELL's the following is reviewed: student work is examined for growth and progress, in house assessments are looked at, portfolios, unit tests, conference notes, interim goal check ins and observations. The final indicator would be their NYSESLAT test scores.

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**OFFICE OF ENGLISH LANGUAGE LEARNERS**  
**GRADES K–8 LANGUAGE ALLOCATION POLICY**  
**WORKSHEET**

DIRECTIONS: This worksheet is an integral part of assisting school staff with creating and writing a school-based language allocation policy (LAP), which must be written in narrative form. Creating a school-based LAP now incorporates information required for CR Part 154 funding so that a separate submission is no longer required. This worksheet is a required appendix of the LAP, and is meant to assist LAP developers with compiling and analyzing the data necessary for planning quality ELL programs. Upon completion of the LAP, LAP team members should sign and certify that the information provided in the worksheet and plan is accurate. Agendas and minutes of LAP meetings should be kept readily available on file in the school. LAP developers are strongly encouraged to use and attach reports from available systems (e.g., ATS, ARIS) for the information requested in this worksheet.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

SSO/District <b>Empowerment D10</b>	School <b>P.S. 207</b>
Principal <b>Maria J. Rosado</b>	Assistant Principal <b>Leigh Betancourt</b>
Coach <b>Diane Carrero, Literacy</b>	Coach <b>Mary Hehir, Mathematics</b>
Teacher/Subject Area <b>Jong Suk Pressey/ESL Teacher</b>	Guidance Counselor <b>Ruth Torres/Social Worker</b>
Teacher/Subject Area <b>Maria Garcia/K–SE Bilingual</b>	Parent
Teacher/Subject Area <b>Teresa Santana/K Bilingual</b>	Parent Coordinator <b>Alexander Rodriguez</b>
Related Service Provider <b>Carmen Arias/Bilingual Speech</b>	SAF <b>Sonia Menendez</b>
Network Leader <b>Maria Quail</b>	Other

### B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section

Number of Certified ESL Teachers	<b>2</b>	Number of Certified Bilingual Teachers	<b>6</b>	Number of Certified NLA/FL Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>450</b>	Total Number of ELLs	<b>181</b>	ELLs as Share of Total Student Population (%)	<b>40.22%</b>
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## Part II: ELL Identification Process

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

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial

screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

## Part III: ELL Demographics

### A. ELL Programs

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown										
	K	1	2	3	4	5	6	7	8	Total
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>	32	33	24	0	0	0	0	0	0	89
<b>Dual Language</b> <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0
<b>Freestanding ESL</b>										
<b>Self-Contained</b>	0	0	0	0	0	0	0	0	0	0
<b>Push-In</b>	38	39	15	0	0	0	0	0	0	92
<b>Total</b>	<b>70</b>	<b>72</b>	<b>39</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>181</b>

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	<b>181</b>	<b>Newcomers (ELLs receiving service 0-3 years)</b>	<b>181</b>	<b>Special Education</b>	<b>27</b>
<b>SIFE</b>	<b>0</b>	<b>ELLs receiving service 4-6 years</b>	<b>0</b>	<b>Long-Term (completed 6 years)</b>	<b>0</b>

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 special education.

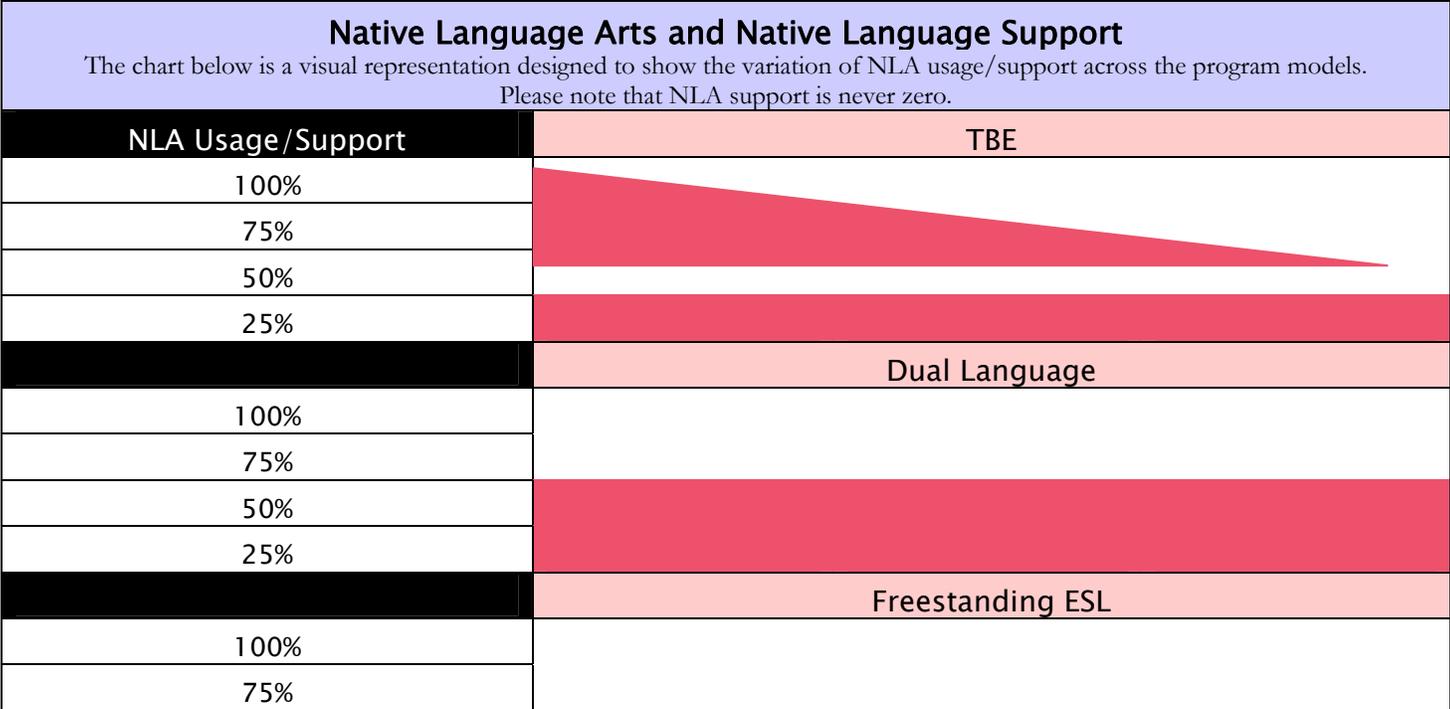
	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	70	0	20	0	0	0	0	0	0	70





1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
<b>FOR ALL PROGRAM MODELS</b>			
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS</b>			
Native Language Arts	90 minutes per day	90 minutes per day	45 minutes per day



50%	
25%	
<b>TIME</b>	<b>BEGINNERS INTERMEDIATE ADVANCED</b>

### Programming and Scheduling Information--Continued

- Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year

### Schools with Dual Language Programs

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

### Professional Development and Support for School Staff

- Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
- What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
- Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

### Parental Involvement

- Describe parent involvement in your school, including parents of ELLs.
- Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
- How do you evaluate the needs of the parents?
- How do your parental involvement activities address the needs of the parents?

## Part IV: Assessment Analysis

### A. Assessment Analysis

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)	25	46	9	0	0	0	0	0	0	80
Intermediate(I)	8	20	11	0	0	0	0	0	0	39



NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

Native Language Tests									
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)				
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0	
Chinese Reading Test	0	0	0	0	0	0	0	0	

**B. After reviewing and analyzing the assessment data, answer the following**

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights does the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?

- c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

## Part V: LAP Team Assurances

**Completing the LAP:** Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Leigh Betancourt	Assistant Principal		10/29/09
Alexander Rodriguez	Parent Coordinator		10/29/09
Jong Suk Pressey	ESL Teacher		10/29/09
Laura Vidal	Parent		10/31/09
Maria Garcia	Teacher/Subject Area		10/29/09
Teresa Santana	Teacher/Subject Area		10/29/09
Diane Carrero/LITERACY	Coach		10/29/09
Mary Hehir/MATHEMATICS	Coach		10/29/09
Ruth Torres/Social Worker	Guidance Counselor		10/29/09
Sonia Menendez	School Achievement Facilitator		10/29/09
Maria Quail	Network Leader		10/29/09
	Other		

	Other		
<b>Signatures</b>			
School Principal		Date	
Community Superintendent		Date	
Reviewed by ELL Compliance and Performance Specialist		Date	

**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010**

**Form TIII – A (1)(a)**

**Grade Level(s) Prek-2                      Number of Students to be served: 181 LEP**

**Number of Teachers 8`Other Staff (Specify) 3 Paraprofessionals, 2 Secretaries, 1 PC**

**School Building Instructional Program/Professional Development Overview**

**Title III, Part A LEP Program**

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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This year, we will be having a literacy based after school program specifically for our English Language Learners. All of our ELL's in grades 1 and 2 will be invited to attend as well as one group of ELL's in Kindergarten. The Kindergarten group will focus on building native language through a Family Literacy Program and all others in grades 1 and 2 will receive additional support in Literacy utilizing ESL methodology. Staff that will be working after school includes four teachers that have either ESL or Bilingual Education licenses. The after school program will run twice a week for an hour and a half each day from December to May. In reviewing NYSESLAT, LAB-R, DRA, EDL, ELSOL and ECLAS 2 test results from last year, the areas with the greatest weakness are reading and writing. Flexible groups will also be formulated utilizing the data examined as well. Lesson preparation for instruction in the second language will also incorporate differentiated instruction with support for different proficiency levels and will be based on the AWARDS or Avenues Program. There will also be an emphasis on test taking strategies utilizing the Empire State NYSESLAT program. The foci of our after school program will include but is not limited to phonics, phonemic awareness, reading accuracy, reading comprehension, writing development and writing mechanics.

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**Professional Development Program** – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

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We have received ongoing professional development and support for our classroom teachers teaching ELL’s for the last three years from Dr. Nancy Dubetz, ELL Consultant. Last year, the focus was work around supporting second language acquisition through students’ knowledge of language acquired through the native language, reviewing the structure and demands of the NYSESLAT, introducing the framework on differentiated instruction and analysis of case studies of students to assist in developing differentiated practices. In moving forward and building upon last year’s work, Dr. Dubetz will continue working with the same teachers using a “push in” model during the day to facilitate and support in the planning of lessons, implementation in the classroom and a debriefing afterwards. However, the focus will be Differentiated Instruction and how teacher planning is supporting different proficiency levels. This instruction would not only be intended to complement test preparation instruction so that the teachers are not only teaching the skills through specific and targeted test preparation lessons, but integrating the development of reading, writing, speaking and listening skills in a content based and meaningful way. She will also examine as part of the Professional Development cycle how we are meeting the State ESL standards and NYSESLAT strategies. Dr. Dubetz will be with us from the 2<sup>nd</sup> week of January to the end of March for a total of 20 sessions.

In-house, we (administration and coaches) continue to plan differentiated staff development based on staff needs, mandates, learning walks, observations, teaching artists, consultants and CFN Network feedback. There are also monthly supervisory Network meetings that will be covering such topics as SIOP-Stages of Language Acquisition and the formation of an ELL Study Group. The information from these sessions will be turn keyed back at our school to support teachers with ELL students in their classrooms as well. We will continue to use the information gathered from the goals and objectives collected from the teachers in the fall, as well as the one-to-one conferences held with individual teachers’ mid-year and end of the year, to plan staff development. We will continue the process of assessing our staff development through cabinet meetings, discussions with coaches and consultants, teacher surveys, teacher feedback, conducting walkthroughs, learning walks, and examining students’ work displayed, or in folders. The outcomes of the aforementioned resulted in bringing forth the need to plan staff development that focused on lesson planning, fortifying conferring, using conference notes to plan instruction, using student assessment results to drive instructions, concept development within the content areas, create academic rigor in the thinking curriculum, using the NYC and NYS Standards, and the teachers’ perception of moving from sub-standard work to standard meeting work. Therefore, the ESL Teacher, Literacy and Math Coach will continue to receive training at the CFN Network Level, on working with ELL’s. They will use the knowledge acquired to support teachers with the instruction of ELL’s, turnkey for other teachers and plan professional development.

***Parent Involvement:***

Parent Involvement continues to be an essential component in our support for ELL's. We have scheduled monthly ESL workshops for our parents with our ESL/Bilingual Teachers. Parents also have monthly on-going workshops given by our Bilingual/ESL teachers on how to support their children in strengthening their language acquisition skills. Our workshops are done during the day as well as after school. We have two teachers who will be working with the parents on a regular basis to provide literacy support to all parents of ELL's..

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**Form TIII – A (1)(b)**

School: 10x207 BEDS Code: 321000010207

**Title III LEP Program  
School Building Budget Summary**

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits) 60%</b> - Per session - Per diem	\$14,964 Per session -\$14,126 Per diem -\$838	283 hours of per session for Bilingual/ESL teachers to support ELL Students and curriculum development: 283 hours x \$49.89 (current teacher per session rate with fringe) = \$14,126  5 days of per diem for professional development for ELL/ teachers=5 days @ \$167.60 a day=\$838
<b>Purchased services</b> - High quality staff and curriculum development contracts.	\$2,000	Consultant, Dr. Nancy Dubetz from the Department of Childhood and Early Education at Lehman College, CUNY, will work with teachers to work on planning lessons that help develop the skills students need to be successful on the NYSESLAT. She will also work with the teachers coaching them during the day in differentiation strategies to support students in ESL or L1. This will be done in a period of 20 sessions. Each session will cost \$100 for 20 sessions totaling \$2,000.
<b>Supplies and materials 30%</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$5,483	3 Elmo's and 3 projectors will be purchased for 3 Bilingual teachers. Teachers will use the Elmo's to use as a tool with their lessons in their classrooms. The cost of the Elmo's is \$1,000 and the projectors are \$1,000.
<b>Educational Software (Object Code 199)</b>	0	NA
<b>Travel</b>		NA
<b>Other Parent Involvement 10%</b>	\$2,494.00	49 hours of per session will be split with two state certified Bilingual teachers to provide ESL workshops to parents in the community. 49hours x \$50.00= \$2,450. Workshops will be offered 4 times a month for 1hours from December 1, 2009 through May 1, 2010
<b>TOTAL</b>	\$24,940.00	

## **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

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

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

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

It is assessed through the results of the Home Language Survey, needs assessment survey administered to parents, interest inventories administered to parents as well as feedback from parent workshops, oral interviews, on site registration, ESL and bilingual staff assessment of parents at point of entry and on-going articulation.

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

The findings are reported during Parent Orientations, PA Executive Board Meetings, Parent Association Meetings, School events when additional information is required, as well as Bulletin Boards and during Registration,

#### **Part B: Strategies and Activities**

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

Based on the above, the staff at PS 207 will provide the written translation services needed. If a need arises where we do not have the personnel, with the language of need, we will contact the ISC parent center for their assistance. We will also use the letters translated for general notices from the NYCDOE website. School notices and letters to parents are sent home in more than one language. School calendars go home on a monthly basis in more than one language. Letters to parents and notices will notify them of upcoming events. They will be able to notify the office, staff, classroom teachers or administration if there's a need for the services required. The school phone messenger also helps support parents who speak other languages, in their native language. Through SLT and parent meetings when areas of concern are expressed our Parent Coordinator works with Administration and staff to find the support needed.

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

Oral interpretation services in the school will be provided notify the office, staff, classroom teachers or administration if there's a need for the services required. The school phone messenger also helps support parents who speak other languages, in their native language. Through SLT and parent meetings when areas of concerned are expressed our Parent Coordinator works with Administration and staff to find the support needed.

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

Based on the above, the staff at PS 207 will provide written and oral translation services needed. If a need arises and we do not have the personnel with the language of need, we will contact the ISC parent center for their assistance. We will also use the letters translated for general notices from the NYCDOE website. School notices and letters to parents are sent home in more than one language. School calendars go home on a monthly basis in more than one language, and Principal's newsletter. Oral interviews, on site registration, ESL and bilingual staff, at point of entry and on-going, will be provided to translate at a given point in time when the need is indicated, as well as office staff. Videos for NYCDOE information and the packet received from the NYCDOE be utilized. The services will be provided by the school secretaries, school aides, paraprofessionals, bilingual and/or ESL teachers, as well as any other bilingual staff member.

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	404375	209980	614355
2. Enter the anticipated 1% set-aside for Parent Involvement:	4044		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		2106	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	16000		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		10499	
6. Enter the anticipated 10% set-aside for Professional Development:	18400		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		10499	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: \_\_\_100%\_\_\_\_\_
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

## Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

### 1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

**Explanation:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a) (2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

#### PS 207 Title I Parental Involvement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore PS 207, [in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act], is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. PS 207’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 Advisory Council, as trained volunteers and welcomed members of our school community. PS 207 will support parents and families of Title I students by:

- providing a copy of the Parent Involvement Policy at the parent teacher conferences. The compact outlines how teachers, students and parents will become partners in improving achievement.
- 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.
- providing parents with opportunities to attend and participate in monthly workshops which offer a variety of topics to assist them in parenting skills that help foster the development of their child.
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

PS 207's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the PS 207 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, PS 207 will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- review the parent involvement Policy each year with the School Leadership Team and Parent Association;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)
- host the required Title I Parent Annual Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings (e.g., quarterly meetings, with flexible times, for working parents with diverse work schedules 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 for school improvement;
- translate all critical school documents and provide interpretation during meetings and events as needed; and
- conduct parent events 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.

**PS 207 will further encourage school-level parental involvement by:**

- holding an annual Title I Parent Curriculum Orientation
- hosting educational family events/activities during Open School Week and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council;
- supporting or hosting OFEA District Family Day events;
- establishing a Parent Resource Center or lending library; instructional materials for parents.
- *hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;*
- encouraging more parents to become trained school volunteers;
- encouraging parents to participate in school community and service learning projects based on the needs of the community;
- 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; and
- providing school parent handbook and teacher homework packets for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;
- discussing barriers to parental participation such as childcare, transportation and parent support.

**2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.**

***Explanation:*** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

**THE NEW YORK CITY DEPARTMENT OF EDUCATION**

P.S. 207

3030 Godwin Terrace Bronx, New York 10463 (718) 796-9645

Maria J. Rosado, Principal

Leigh Betancourt, Assistant Principal

Farah Chowdhry, Assistant Principal



*P.S. 207...A Great Place Where Little People Learn Today And Lead Tomorrow  
Striving For Excellence!*

**SCHOOL-PARENT COMPACT**

**2009-2010**

The P.S. 207X and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this Compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This School-Parent Compact is in effect during school year 2009-2010

**PART I – REQUIRED SCHOOL-PARENT COMPACT PROVISIONS**

**School Responsibilities**

The P.S. 207X will:

- **provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**
- **hold parent-teacher conferences (at least two times a year) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:**

**November and March**

- **provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:**

### **School Report Card, Progress Report, Portfolios**

- **Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: appointments or walk in SBST, Social Worker, Parent Coordinator, Assistant Principal, Principal, AIS Teachers, Counselors, SBST, Reading Teachers, SETTS, CRT**
- **Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:  
Class parents, Class celebrations: projects, literacy, assemblies, Open School Week, School wide celebrations, Curriculum Orientation, Recess, etc.**

### **Parent Responsibilities**

We, as parents, will support our children's learning in the following ways:

- Supporting my child's learning by making education a priority in our home by:
  - making sure my child is on time and prepared everyday for school;
  - monitoring attendance;
  - making sure that homework is completed;
  - Review discipline code and behavior at school.
- volunteering in my child's classroom;
- participating, as appropriate, in decisions relating to my child's education;
- participating in school activities on a regular basis;
- staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child and responding, as appropriate;
- communicating positive values and character traits, such as respect, hard work and responsibility;
- respecting the cultural differences of others
- we would like to send out questionnaires to the parents so that we can know as parents what we can do to better the children's education. Open up the parents options. We would also like Learning Leaders for the future of the children.

### **PART II OPTINOAL ADDITIONAL PROVISIONS**

#### **STUDENT RESPONSIBILITIES**

Second Grade Council will be created\_during the school year 2005-2006. Ideas gathered from this year's second grade students.

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- listen and follow directions;
- be honest and respect the rights of others;
- follow the school's/class rules of conduct;
- ask for help when we don't understand;
- do our homework everyday and ask for help when we need to;
- study for tests and assignments;
- get adequate rest every night;
- give to our parents, all notices and information we receive at school every day.

**ADDITIONAL REQUIRED SCHOOL RESPONSIBILITIES (REQUIREMENTS THAT SCHOOLS MUST FOLLOW, BUT OPTIONAL AS TO BEING INCLUDED IN THE SCHOLL-PARENT COMPACT)**

The P.S. 207X will:

- involved parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way; (Parent Executive Committee and Monthly PA meetings)
- involve parents in the joint development of any school-wide program plan in an organized, ongoing, and timely way; (SLT)
- hold annual meeting to inform parents of the schools' participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend;
- provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand;
- provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet; (September – October Curriculum Orientation)
- on the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible;
- provide to each parent an individual student report about the performance of their child on the City and school assessment in at least literacy and mathematics; and
- provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

**OPTIONAL SCHOOL RESPONSIBILITIES**

To help build and develop a partnership with parents to help their children achieve the State's high academic standards, the P.S. 207X will:

- recommend to the Local Educational Agency (LEA), the names of parents of participating children of Title I, Part A programs who are interested in serving on the State's Committee of Practitioners and School Support Teams;
- notify parents of the school's participation in Early Reading First, Reading First and Even Start Family Literacy Programs operating within the school, the district and the contact information;
- work with the LEA in addressing problems, if any, in implementing parental involvement activities in Section 1118- Parental Involvement of Title I, Part A.

*work with the LEA to ensure that a copy of the SEA's written complaint procedures for resolving any issue of violation(s) of a Federal statute or regulation of Title I, Part A programs is provided to parents of students and to appropriate private school officials or representative*

### **Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards. **Please Refer to Section IV & V. and Appendices.**
2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - Help provide an enriched and accelerated curriculum.
    - Meet the educational needs of historically underserved populations.
    - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
    - Are consistent with and are designed to implement State and local improvement, if any.

#### **Refer to Section IV and V, Appendices**

3. Instruction by highly qualified staff.  
**Refer to Section IV and V, Appendices**
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

Professional development opportunities are offered to teachers at on-site and off-site locations to address needs and interests. Teachers take a lead role in improving curriculum and instruction as they design curriculum maps and assessment tools. Feedback from faculty members is elicited frequently and used to address their needs. This distributive leadership model has assisted us with retaining highly qualified teachers.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

Refer to: Section IV and V, Appendices

6. Strategies to increase parental involvement through means such as family literacy services.

Refer to Section IV, V and Appendices

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

School representatives visit neighborhood pre-k programs in the spring to offer families comprehensive information about our school. In the spring, pre-k classes visit our kindergarten classes to acclimate young children to a change in the environment. Once the school year has begun for our new kindergarten students, parents receive an orientation so that they can familiarize themselves with school routines and practice them with children at home. Teachers are encouraged to discuss transitions and feelings through read aloud books. In addition, support staff organizes assemblies and visit classrooms to support students with this transition.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Teachers active participation in developing authentic assessments, staff development opportunities, mCLASS Program, implementation and selection of tools used to incorporate in portfolios, criteria, checklist and rubric development, order of instructional materials... and Inquiry Teams collaborative process, grade meeting facilitation and faculty conferences in teacher teams collaboration.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

With the recent school-wide use of Wireless Generation, teachers and administrators have online access to students' assessments and abilities. Teachers are responsible for progress monitoring every 2-3 weeks in Word Study and Math to ensure that targeted skills are being addressed in both Word Study and Math. Students are also assessed in Reading and Writing three times a year to track growth levels. At-risk services combined with classroom instruction assist the School Assessment Team with determining next steps for individuals. This also allows for flexible grouping and differentiation of instruction based on abilities. Specific staff members (three full time guided reading teachers, an F-status math intervention teacher, an F-status reading teacher, an F-status science enrichment teacher, a conflict resolution teacher, a social worker, an at-risk teacher, and the School Assessment Team) support classroom teachers to ensure that effective and

timely assistance takes place for these students. In addition, Inquiry Teams monitor learning for students in need on each grade level as an additional activity through their action research as they target specific skills. Finally, communication with parents/families provides further support in providing effective assistance on a timely basis.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Parent workshops and school assemblies assist our school with addressing these areas. Our conflict resolution teacher and school social worker work with student council and peer mediators to get this information out to parents and students. The staff also dedicates time to character education infused in the curriculum as well as monthly assemblies to support our work that is applicable to our student population.

#### **Part D: TITLE I TARGETED ASSISTANCE SCHOOLS**

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

## APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

*This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.*

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>1</sup> Phase/Group (If applicable):** \_\_\_\_\_

### **Part A: For All Schools Identified for Improvement**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.
  
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

### **Part B: For Title I Schools Identified for Improvement**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
  
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.
  
3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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<sup>1</sup> School Under Registration Review (SURR)

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

**Part A: SURR Review Team Recommendations** – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM  
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

*All schools must complete this appendix.*

**Background**

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

**Directions:** All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

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**CURRICULUM AUDIT FINDINGS**

**KEY FINDING 1: CURRICULUM**

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

***1A. English Language Arts***

**Background**

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although

listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

### ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)<sup>2</sup> data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to

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<sup>2</sup> To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum* (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

– **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

This year we had the 3<sup>rd</sup> grade item analysis, as well as our literacy assessments such as DRA, ECLAS 2, Student Writing Samples, and Literacy Portfolio as well as NYSELAT, LABR we continue to use the findings to strengthen student's literacy skills by revising our literacy calendars, planning strategic lessons and differentiating instruction. Teacher surveys as well as teachers' evaluations also help in making sure the gap is closed and alignment occurs.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable   x Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Through the reflective process we continue to review our instructional program and strive to improve, by aligning it with the NYC and NYS standards. Teachers' inputs, and students' results, help us develop targeted and focused instruction for differentiation in order to increase the sphere of success.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue. Whether it is applicable or not, we hope for continued funding allowing us the flexibility to maintain our AIS programs.

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## **1B. Mathematics**

### **Background**

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

### **Specific Math Alignment Issues:**

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

### **Please respond to the following questions for Key Finding 1B:**

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

We will continue to monitor the success or need for modification in the implementation of the comprehensive approach to mathematics. This will be done by continuing to have on-going focused learning walks, informal and formal observations in math, common lunch periods and preps to encourage study groups, networking and planning on the grades, review of teacher lesson plans and educational assistant logs, on-going in-house staff development (provided by the Math Coach), review of the math curriculum calendar and its impact on the implementation process, review of students' math

notebooks, encouragement of teachers' integration of math and science (where applicable), monies set aside for professional books and classroom materials, and deployment of educational assistants and teachers in the specialty areas, paying close attention to first and second grade targeted AIS students. This year we will employ the use of the 3<sup>rd</sup> grade item analysis in order to support our work and close the gaps.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable x Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

We will continue to implement the following activities in order to dispel any inconsistencies to our educational program by:

Major comprehensive Assessment-- Initial, Mid-Year, and End-Year , Interim monthly assessments, Breakdown of reported test scores to more clearly identify level of performance in each topic tested, Analysis of results to identify student needs, especially those in need of supportive intervention and those for whom enriching, challenging work is suitable and Differentiated intervention to meet identified student needs and abilities.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Whether it's applicable or not we hope for the continued funding allowing us the flexibility to maintain our AIS programs in order to close the gaps. If there's early intervention then it's a step towards prevention into the above inconsistencies.

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## **KEY FINDING 2: INSTRUCTION**

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

### **2A – ELA Instruction**

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the

high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Our instructional program methodology in literacy and math is through the workshop model; in Social Studies using project based learning and in Science using the inquiry based learning. The implementation of these methodologies allows greater student engagement, differentiation in instruction, targeted and focused mini lessons allowing students to see modeling, have public tries, practice either independently, with a buddy or in a small group the concept, skill or strategy related to the subject specificity. We will also be infusing technology in the classroom through the use of the smart board, Elmo, desktops and laptops.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable x Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The relevance of this finding to our school's educational program is demonstrated through classroom observations both formal and informal, learning walks, student work, etc.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Whether it is applicable or not, we hope for continued funding, allowing us the flexibility to upgrade our instructional programs and extend programs for students before or after school, workshops for parents, as well as greater opportunities in professional development, free and of high quality to continue to improve.

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**2B – Mathematics Instruction**

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol (SOM<sup>3</sup>)* and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

See 2A.1

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable   x Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

2A3

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

2A4

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### **KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY**

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

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<sup>3</sup> To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

In our school, teacher turnover is not a problem. Our teachers seldom leave. For the past years teachers either leave because of retirement or if anyone is moving on to another position. The ratio of 2 to 3 teachers leaving in a 39-41 full time teachers on staff support the low turnover rate in our school. We continue to put systems and structures in place that allow teacher empowerment and opportunities for professional growth and support that is relevant to the instructional program and student achievement.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable x Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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#### **KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS**

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Our bilingual and ESL teachers receive support from various experts in this field. The school gives teachers opportunities to participate in outside professional development, DOE workshops as well as hires consultants that support ELL instruction.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable x  Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

It Dispels----- teacher training, students' performances and classroom pedagogy. Training outside the school is attended when it's appropriate for Prek-2<sup>nd</sup> grade.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Whether it is applicable or not, we hope for continued funding allowing us the flexibility to upgrade our instructional programs and extend programs for students before or after school, workshops for parents, as well as greater opportunities in professional development free and of high quality to continue to improve.

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#### **KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION**

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Teachers' surveys and feedback, observations and students assessment yield outcome. We also continue to receive continued support for professional development from our CFN members in this area.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable x  Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Continue to engage the teachers in professional development and become creative in establishing means to become knowledgeable in obtain information through our system. Develop action plans to look for trends and close the gaps in our curriculum maps.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Whether it is applicable or not, we hope for continued funding allowing us the flexibility to upgrade our instructional programs and extend programs for students before or after school, workshops for parents, as well as greater opportunities in professional development free and of high quality to continue to improve.

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### **KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION**

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

There will be Teacher surveys and feedback, observations, and students' outcomes used to identify specific areas to address. Surveying outside school professional development and exemplars of effective special education programs and behavioral support plans for students. We also continue to receive continued support for professional development from our CFN members in this area.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The evidence that supports this is, Teacher questioning, lack of strategies and supports from experienced and exemplars to follow.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

We hope for continued funding allowing us the flexibility to upgrade our instructional programs and extend programs for students before or after school, workshops for parents as well as greater opportunities in professional development free and high quality in this area..

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**KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)**

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

There will be Teacher surveys and feedback, observations, and students' outcomes used to identify specific areas to address. Surveying outside school professional development and exemplars of effective special education programs and behavioral support plans for students Professional Development from our CFN will provide greater support for both teachers and students in this area.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

x  Applicable  Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program? Teacher questioning, lack of strategies and supports from experienced and exemplars to follow

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

We hope for continued funding allowing us the flexibility to upgrade our instructional programs and extend programs for students before or after school, workshops for parents as well as greater opportunities in professional development, free and of high quality to continue to improve in this area.

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10**

*This appendix will not be required for 2009-10.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)**

## **APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

### **Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A: FOR TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.) one student
2. Please describe the services you are planning to provide to the STH population. The monies will be used primarily for supplies as needed. The child will be able to participate in our regular after school and extended day programs.

### **Part B: FOR NON-TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.