



P.S. 207 ELIZABETH G. LEARY

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: P.S. 207 ELIZABETH G. LEARY
ADDRESS: 4011 FILLMORE AVENUE
TELEPHONE: 718-645-8667
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 332200010207 **SCHOOL NAME:** P.S. 207 Elizabeth G. Leary

SCHOOL ADDRESS: 4011 FILLMORE AVENUE, BROOKLYN, NY, 11234

SCHOOL TELEPHONE: 718-645-8667 **FAX:** 718-645-8139

SCHOOL CONTACT PERSON: MARY BOSCO **EMAIL ADDRESS:** MBosco@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Elizabeth Wojtal

PRINCIPAL: MARY BOSCO

UFT CHAPTER LEADER: Fern Carriero

PARENTS' ASSOCIATION PRESIDENT: Donna Tsentselis and Gina McGrath

STUDENT REPRESENTATIVE:
(Required for high schools) N/A

DISTRICT AND NETWORK INFORMATION

DISTRICT: 22 **CHILDREN FIRST NETWORK (CFN):** Integrated Curriculum and Instruction

NETWORK LEADER: WENDY KARP/Jose V. De La Cruz

SUPERINTENDENT: Linda Waite

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 member 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/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *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
Mary Bosco	Principal	
Elizabeth Wojtal	UFT Member	
Noreen Steffens	Admin/CSA	
Terri Contursi	Admin/CSA	
Teresa Kepertis	Admin/CSA	
Debra Getman	UFT Member	
Gena Spinelli	Parent	
Donna Tsentzelis	PA/PTA President or Designated Co-President	
Gina McGrath	PA/PTA President or Designated Co-President	
Susie Campbell	Parent	
Celeste Kurland	Parent	
Ellen McKinney	Parent	
Fern Carriero	UFT Chapter Leader	
Lauren Denatale	UFT Member	
Kristen Izzo	UFT Member	

Catherine Ricciardi-Dwyer	UFT Member	
Cathy Sullivan	DC 37 Representative	

* Core (mandatory) SLT members.

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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The Elizabeth G. Leary School is a Pre-Kindergarten – 8th grade school located in Brooklyn, New York. Our main building houses the second through eighth grade. Our Early Childhood Center is located several blocks away and houses Pre-Kindergarten, Kindergarten and Grade One. Our school community geographically covers Marine Park, Mill Basin, and Floyd Bennett Field.

P.S. 207 is committed to providing the best education for all of our students while preparing them for high school with an academically rigorous curriculum. We are able to do this through a small nurturing environment. We challenge all students with a rigorous curriculum that focuses on inquiry based learning and project based experiences that help achieve high standards. We encourage student creativity and individuality while helping our students develop solid values that foster respect for themselves and others. We educate the whole child by striving to meet the academic, social and emotional needs of our students from Pre-Kindergarten through eighth grade.

We at P.S. 207 believe that all children can learn and deserve a challenging and enriching education. Through a collaborative effort with parents, staff and the community, we hope to help all children become lifelong learners and have all the opportunities and skills to go to college. We strive to provide our students with the skills and knowledge that they need to be successful in the real world. We expect that all of our students will become responsible, productive, and caring members of our multi-ethnic and culturally diverse community. The key to our success at P.S. 207 is this spirit of cooperation and collaboration among staff, parents, and children that enable our effective school based planning to flourish.

P.S. 207 strives to meet the needs of all of our students. P.S. 207 has a Gifted and Talented class in Kindergarten and Grade 1 and Grade 2, and an EAGLE II program for students in grades three through five that meets the Eagle criteria. Middle School students who meet the specific requirements may be part of the CIG program. Qualified 7th and 8th grade students have the opportunity to take Regents in Science and Math. Qualified 8th graders have the opportunity to take the Spanish Proficiency exam. There are full time inclusion classes in grades K-8 to meet the needs of our IEP students. P.S. 207 has a free standing ESL Program. The students are grouped according to grade, and if necessary, contiguous grades.

Academic intervention services are provided to address the needs of those students who are at-risk for not meeting the State standards in ELA and Mathematics. Intense, focused instruction is given to help students achieve the learning standards in these areas. These programs are provided both during and prior to the school day.

The Arts are alive and well at P.S. 207. When visitors enter the main entrance of the school, neatly matted student artwork, adorn the walls of the lobby and staircases that lead to the second floor of the building. These works, part of a rotating "*art gallery*", reflect the contributions of our outstanding student artists. These framed, labeled paintings, inspired by artists such as Pablo Picasso, Vincent

van Gogh, and Keith Haring, reflect the different styles of art masters. The middle school students, during their Related Arts periods, created murals on the first floor walls outside of the 2nd grade classrooms. The murals depict favorite storybook characters. Music at P.S. 207 consists of an introduction to famous composers and musicians, listening to songs, playing rhythm instruments and playing a recorder in grades 3, 4 and 5. Students explore music through song and movement. Also, students in grades 6 -8 can be part of the middle school chorus. Students in grades 5-8 can be part of the Band program.

P.S. 207 offers many specialized programs to enhance the academic, social and emotional well being of our student body. Special programs in our school include Book Day, Patriotic Day, Flag Day/Freedom Garden, 25 Book Incentive, Hop-a-thon, St. Jude's Math-A-Thon, Book Fair, Brooklyn Ballet, Newspaper, Student Council, City Harvest, Penny Harvest, Theatre Production, CHAMPS program. Our Character Education strives to help children acquire values of honesty, obedience, self-control, caring, courage, joy, kindness, and love. These values form the base of good character development and enable children to cope with the changing and pressing problems of today's society.

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." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	P.S. 207 Elizabeth G. Leary								
District:	22	DBN #:	22K207	School BEDS Code:					
DEMOGRAPHICS									
Grades Served:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Pre-K	36	32	36		95.2	95.3	TBD		
Kindergarten	125	116	148						
Grade 1	120	121	138	Student Stability - % of Enrollment:					
Grade 2	127	125	125	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 3	103	130	133		96.3	97.81	TBD		
Grade 4	128	103	138						
Grade 5	129	129	109	Poverty Rate - % of Enrollment:					
Grade 6	120	120	125	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 7	95	120	111		39.9	35.9	48.5		
Grade 8	0	93	112						
Grade 9	0	0	0	Students in Temporary Housing - Total Number:					
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 11	0	0	0		6	9	TBD		
Grade 12	0	0	0						
Ungraded	2	2	4	Recent Immigrants - Total Number:					
Total	985	1091	1179	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
					3	0	2		
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:					
<i>(As October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
# in Self-Contained Classes	12	12	9	Principal Suspensions	22	52	TBD		
# in Collaborative Team Teaching (CTT) Classes	52	71	94	Superintendent Suspensions	5	5	TBD		
Number all others	36	41	45						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment: (BESIS Survey)				CTE Program Participants					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	Early College HS Participants	0	0	0		
					0	0	0		

# in Transitional Bilingual Classes	0	0	0				
# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	33	32	36	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	0	1	8	Number of Teachers	68	75	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	11	14	TBD
				Number of Educational Paraprofessionals	9	7	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	58.8	65.3	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	58.8	54.7	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	81	84	TBD
American Indian or Alaska Native	0.7	0.9	0.6	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	100	100	TBD
Black or African American	28	30.2	29.7				
Hispanic or Latino	13.1	12.7	12.4				
Asian or Native Hawaiian/Other Pacific Isl.	9.8	8.6	9.2				
White	48.4	46.3	46.2				
Multi-racial							
Male	52.9	52.7	50.5				
Female	47.1	47.3	49.5				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I			
Years the School Received Title I Part A Funding:		<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native	-	-	-				
Black or African American	√	√					
Hispanic or Latino	√	√	-				
Asian or Native Hawaiian/Other Pacific Islander	√	√	-				
White	√	√					
Multiracial	-	-	-				
Students with Disabilities	√	√	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	7	7	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	76.2	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	12.4	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	19.8	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	39.5	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	4.5	Quality Statement 5: Monitor and Revise	

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = 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
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

* = 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.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

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/Teacher 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 your 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?

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After a comprehensive review of all data, including the Progress Report and the school's pre-assessment (administered 9/2010), we note the following:

All of our students have made AYP in all content areas and subgroups without using the Safe Harbor.

Our special education students need to make greater progress in ELA and Math

Our students enrolled in our CIG and Eagle classes must make a year's plus of progress.

Even though there was a drop in students meeting/exceeding the NYS standards due to the change in NYS cut scores, we have found only a slight drop in scale score average and median scores.

ELA

Our overall performance on the NYS ELA was 65%. Our grade 8 students scored the lowest percent on the ELA with a score of 59%. However, these students are no longer with us and so, no action can be taken. Our focus for our middle school will be on our next group which would be last year's 6th graders who scored 63% and 7th graders who scored 64%. In order to assist these students, we are implementing the National Geographic Intervention Program in our current 8th grade and the AMP program to assist our at-risk 7th grade students.

Last year, we were fortunate enough to win a grant for non-fiction books in our middle school.

This influx of non-fiction material will augment our literacy block in both reading and non-fiction writing. We are anxiously waiting to hear if we won the Macy's grant for non-fiction books for our elementary school students. We applied for the grant in September 2010.

Our middle school has been chosen to work in a citywide pilot program on Curriculum Mapping with Heidi Hayes Jacobs. This program involves our middle school ELA teachers working collaboratively on various units of study. Teachers are staff developed on how to implement an online curriculum mapping program, as well as given professional texts on mapping authored by Dr. Jacobs. Our Curriculum Maps include but are not limited to using the essential question, big ideas, and enduring understandings. Teachers use various websites in order to help them develop their curriculum. A crucial part of this program is teachers using the Common Core Standards to support their curriculum. Differentiation is a major component to our curriculum maps. Our special education teachers, AIS staff, and Literacy Coach are included in this pilot study. Their support is paramount in creating curriculum maps that will help our struggling students achieve in literacy. In addition, included in our maps are literacy strategies to be used in each unit of study. After all, our main goal is student achievement.

Our African American and Special Education students consistently reveal lower percentages in content areas. In order to assist these students, we received a grant from ARRA to help close the achievement gap. This grant will focus on at risk 4th and 5th grade minority and special education students. The 18 week after school program will work with a certified Wilson teacher in three 6 week cycles. To supplement the Wilson material, the students will also be receiving instruction in non-fiction writing.

The data shows that vocabulary, non-fiction texts and writing are a school wide problem. This year, to assist in these troubled areas, we have purchased vocabulary books in grades 2-8 and implemented the Word of the Day- an intermediate program which is announced over the PA system every morning. To assist with non-fiction, we have purchased the most current version of Time For Kids *Exploring Non-Fiction: A Differentiated Content Area Reading Program 2nd Edition in grades K-8* which focuses on high interest non-fiction topics. The program enables the teacher to use technology (Smart board, laptops, Elmo machine) in every literacy instruction. We have also purchased and are training our teachers in grades 4-6 to use Rourke Nonfiction Skill Builders. This software focuses on high interest, non-fiction books with an oral component to accelerate reading fluency. Use of assisted reading, echo reading, repeated reading will help to increase students' reading rate and word meaning. The program also includes comprehension questioning in order to increase our students' cognitive thinking skills.

Our teachers in grades 3-8 are using the DOE item analysis tool to find school-wide, grade, and class trends. The teachers are then making notes on their curriculum maps to address those weak areas. Curriculum Maps also use the data analysis from Acuity's ITAs and the Predictive assessment to enhance and drive our instruction.

This year our Inquiry Team is focusing on writing. Student work will be carefully studied by teams of teachers to see commonalities so that information can be shared with classroom teachers. Benchmarks will be created to see progress. We are stressing the Language Strand and the Writing strand of the CCS this year to help us create these benchmarks. Based on our research, our teachers are embedding writing mechanics within their literacy curriculum. In addition, we purchased grammar books for all classes in grades 2-8 to supplement daily grammar instruction.

MATH

Historically, our students have scored high in achievement on NYS exams. The results of this year's test show that our math average overall went from a 96% in 2008-2009 to a 77% in 2009-2010.

Our Math focus for this year will be the extended response. Our Math Inquiry Team will conduct action research focusing on writing in Math. In 2009-2010, our 5th graders had the second lowest number of students meeting/exceeding standards based on the NYS exam. (8th grade was the lowest- we cannot take action with those students since they are no longer with us).

Our Math Inquiry Team is a vertical team that will be zeroing in on 6th grade student work. We have also noticed that our students are deficient in basic number facts. We have re-introduced SNAP= a weekly program in which the students are timed and chart their own progress. SNAP is conducted in grades 1-5 every Friday morning.

Professional Development

We are empowering our teachers by building capacity by the creation of our Data Team, a vertical inquiry team. Members of the team will lead their grade in looking at student data. Through this team, we will discover additional needs of our staff; helping us "drill down" and "go granular" with professional development.

Our Data Team includes our ESL teacher, members of the middle school English department, special education teachers, AIS providers, our Literacy Coach, administrators and our data specialist. We are working together to conduct action research to improve writing in alignment with the Common Core Standards. The team meets to analyze vertical trends.

Based on teacher created goals, we would like to offer professional literature and workshops based on their professional goals. Teachers have stated that they would like to work on differentiation, guided reading, reciprocal teaching strategies, and technology this year. Groups will be formed so that these teachers can collaborate and work with one another to achieve their professional goals.

Technology

We saw an improvement in our pilot program of increasing technology use in a CTT classroom. Students had success as measured by their percentile growth on the State ELA and Math exams. We will work with other CTT teachers to increase the amount of technology, specifically designing individualized lessons on the computer.

AIDS to the School

The majority of the staff has a shared vision and belief in our mission statement

90% of our classrooms have Smart boards to enhance lessons via technology

We have two student governments in which the students are learning about - civic responsibility and giving back to the community and those less fortunate than themselves. Students participate in Penny Harvest- in which they get to decide where the raised money will go; Toys for Tots toy drive, City Harvest, and Project Homefront.

Our arts program is growing. We continue to have collaboration with Brooklyn Ballet in which our 3rd graders are introduced and taught the art of ballet. Our band program works with students in grades 5-8. Our music teacher, Ms. Parasimo, has included a Jazz Band made up of 7 and 8th grade band members. This year, the band is working in collaboration with the Julliard School of Music. On Wednesdays, a student from Julliard comes and works with our flutists. Our 8th grade has already been to a performance at Carnegie Hall thanks to this partnership.

BARRIERS

Budget – As with all schools in the Department of Education, the budget cuts are a barrier to our continued success. According to the LES, we have a decrease in the number of teachers working with our student population. The data shows that there was a 9% decrease from 97% in 2008- 2009 to 88% in 2009-2010. Our remedial before and after school programs will be cut back as well. Lack of budget also affects the need for new technology. We need more laptops in the classrooms. These computers will assist in differentiation and individualized learning. We are currently registered with and use Renzulli, an individualized search engine for students. However, with not enough computers in the rooms, the opportunity for students to use the search engine is slim. The computers need to be shared with all students in the classroom.

Space for small group instruction- Now that we have more classes on the grade in grades 2-5, more classrooms were needed. In order to make room for these additional classes, we had to remove one AIS room and combine it with our teacher resource room. We also had to dismantle our science room and move the science materials to the classroom. AIS is done mostly in the classrooms as a push in program and very rarely are the students taken out of the room.

Time- for professional development. Our teachers need time to learn about technology and how it can help them in their classrooms. They need time to learn about how to analyze data effectively to drive their instruction.

Resistant Staff- Like many schools, we have a small minority of teachers that are resistant to change. We are trying to promote a positive work environment by increasing building capacity.

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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 2010-11 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, Persistently Lowest-Achieving (PLA), 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 be aligned to the school’s annual goals described in this section.

Annual Goal	Short Description
<input type="checkbox"/> <input type="checkbox"/> By June 2011, 80% of all students' yearly ELA progress in grades K-8 will increase as measured by a variety of assessments including ECLAS II, Teachers' College Reading Assessment, Rigby Benchmark Assessment, Acuity, ITAs, practice ELA exams, the Predictive exam, as well as the 2011 New York State ELA exam.	<input type="checkbox"/> The findings from the Needs Assessment in the area of English Language Arts. This will be done on a daily basis following the Workshop model.
<input type="checkbox"/> <input type="checkbox"/> By June 2011, 80% of all students' yearly Math progress, with a specific focus on our Special Education students, in grades K-8 will show an increase as measured by a variety of assessments including unit assessments, Acuity quizzes, ITAs, teacher generated quizzes, NYS Math Practice tests, the Predictive exam as well as the New York State Math exam.	<input type="checkbox"/> The findings from the Needs Assessment and the preliminary NYS Math test results showed us that we need to improve the progress of all our students with a specific focus on our Special Education students in the area of Mathematics. This will be done on a daily basis following the Workshop model.
<input type="checkbox"/> By June 2011, 75% of all students' writing mechanics and grammar usage will improve in grades K-8 as demonstrated by a variety of assessments including unit assessments, the Predictive exam, practice state ELA exams, teacher made tests, teacher created rubrics, EPAL, monthly student writing pieces, writing portfolios, and the 2011 New York State ELA exam.	<input type="checkbox"/> After reviewing and analyzing our Needs Assessment and the findings and implications of the 2010 NYS ELA exam, we noticed that our students need to improve their performance and progress in the areas of grammar and writing mechanics. This will be done throughout the grades on a daily basis using the workshop model and direct grammar instruction.

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 2010-11 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, PLA, 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 English Language Arts (ELA)
(where relevant) :

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/><input type="checkbox"/> By June 2011, 80% of all students' yearly ELA progress in grades K-8 will increase as measured by a variety of assessments including ECLAS II, Teachers' College Reading Assessment, Rigby Benchmark Assessment, Acuity, ITAs, practice ELA exams, the Predictive exam, as well as the 2011 New York State ELA exam <input type="checkbox"/>.</p>
<p>Action Plan <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><input type="checkbox"/></p> <p>Daily small and large group instruction, which includes teacher modeling, guided practice and independent work. Student's will participate in literature circles and extend their learning through interest groups, research projects, and book reports. Additional remedial instruction will be provided through intensive small groups and individual instruction provided by classroom teacher, and support staff. This will begin on September 9 and last until June 28. It will take place during the daily literacy block.</p> <p>Balanced literacy implemented through the Reading Workshop and Writing Workshop model.</p> <p>Small group strategy and skills instruction and guided reading instruction in literacy which will be based on assessment data (both formal and informal).</p> <p>Teachers will develop reading and writing goals with each student. These goals will be shared with parents three times a year and will be modified on an individual basis.</p> <p>Teachers conduct an item analysis on the results of the State ELA tests from 2009 and 2010 and created questions based on this analysis. These types of questions are embedded into the daily literacy block.</p> <p>The utilization of periodicals to further support literacy instruction in the non-fiction genre. Funding has been allocated to purchase additional copies of popular non-fiction periodicals such as "Highlights," "National Geographic for Kids," "Cobblestone" etc.</p> <p>To further support literacy instruction in the nonfiction genre, we will employ the</p>

following strategies:

-Reciprocal teaching methods, concentrating on annotating text to monitor comprehension and

summarize.

-Implement these strategies through the use of various materials, including selected periodicals such as, "Muse," "Appleseeds," "Highlights," "Sports Illustrated for Kids," and "Time for Kids,"

S. Harvey and A. Goudvis's Comprehension Toolkits, Time for Kids Nonfiction Kits. (Grades 6-8)

AIS support will be provided for all at-risk students during the regular school day through a program of targeted intervention conducted by our intervention staff.

Funding has been allocated to support four full time intervention teachers in grades K-8.

Additional support focusing on intensive test-taking skills will be offered four mornings a week to students who met the standard in order to increase progress. (Grades 4-8) pending funding

CTT and SETTTS teachers will work with non-mandated at-risk students.

The Academic Intervention Team will meet weekly to review student progress and modify plans accordingly.

A daily thirty minute assist period will be implemented where our cluster teachers work with small groups of students targeting specific areas as indicated through data

Professional Development in literacy will be differentiated for the staff targeting their needs using appropriate resources.

Create a study group to deepen understanding and support literacy in the content area

Conduct Lunch and Learn sessions with a focus on threading the same skill and/or strategy throughout all components of the literacy block, reciprocal teaching, and sharing best practices

Teachers will implement the Schoolwide Writing Fundamentals program throughout all the grades K-8

Support grammar and language mechanics through the use of Scott Foresman Grammar and Writing Practice Book (Grades 2-6) and Spelling with Scott Foresman's Everyday Spelling (Grades 2-6)

Daily independent reading will take place. Teachers will confer with students during this period of time.

Renzulli is used with our classes weekly.

Reciprocal teaching will be used during the literacy block

Book Clubs will be implemented in all classrooms (Grades 2-8).

	<p>Conduct formal and informal observations Conduct Teacher Administrator conferences with a focus on data and literacy Provide summary of data to reflect school, grade, class and sub-group trends Review lesson plans periodically Develop model classrooms for literacy Inter-visitations in and outside of the school Conduct Learning Walks with a literacy focus Common planning time weekly Smart Board technology will be a vehicle for ELA instruction in certain classrooms Administration will monitor student progress through informal and formal assessments (running records, ECLAS II, RIGBY, Conference Notes, ITA and Predictive assessments) bi-monthly Conduct parent workshops to support the home school connection</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> 47 teachers (TL Fair Student Funding \$3,267,628), 5 teachers (Title 1 AARA \$347,620) 2 teachers (EGCRS \$139,048) 11 Cluster teachers (TL Fair Student Funding \$764,764), 3 full time AIS teachers (Title 1 AARA \$208,572) 1 Literacy Coach (TL Fair Student Funding \$69,524), 1 part time Math Coach (TL Fair Student Funding \$38,946) 3 Assistant Principals (TL Fair Student Funding \$299,322), 1 Data Specialist (TL Fair Student Funding \$69,524) 1 ESL teacher (CFI \$69,524) 4 mentors (no cost)</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> - Midterms (January), Unit Assessments (at the end of each unit), Predictive exams (March), ITAs (November and May), Item Analysis from Practice ELA (December and March), Acuity, Reading Indicator (January), and school based assessment. - Results of Performance Series – Scantron quarterly - Summative and formative assessments monthly - Report card grades (twice a year for Kindergarten (March and June), three times a year for grades 1-5 (November, March and June) and four times a year for grades 6-8- (November, February, April, June) - Assessment binder which is inclusive of anecdotal reading and writing conference notes which is collected and reviewed by administration quarterly. - Formal observations in literacy 2x a year - Informal observations in literacy daily - Review of writing folders quarterly - Progress Reports three times a year (October, February and April)

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**Subject Area
(where relevant) :**

MATH

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> <input type="checkbox"/> By June 2011, 80% of all students' yearly Math progress, with a specific focus on our Special Education students, in grades K-8 will show an increase as measured by a variety of assessments including unit assessments, Acuity quizzes, ITAs, teacher generated quizzes, NYS Math Practice tests, the Predictive exam as well as the New York State Math exam.</p>
<p>Action Plan <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><input type="checkbox"/> Math Connects Program, Scott Foresman Diamond Edition and Impact Mathematics for Grade 6 and Prentice Hall for Grades 7 and 8, small and large group instruction, which includes teacher modeling, guided practice and independent work. Additional remedial and enrichment instruction will be provided as needed. Daily instruction will follow the math workshop model. Whole class instruction along with an emphasis on small group instruction will take place. Students will journal and verbalize their thought processes. Number sense and problem solving will be part of every lesson. Math instruction will take place daily for the mandated 75 minutes of instruction from September 9, 2010 June 28, 2011.</p> <p style="padding-left: 40px;">Teachers will follow a Math Pacing Guide which is aligned with the standards. Concepts that have proven to be difficult in the past have been allotted more time within the pacing.</p> <p style="padding-left: 40px;">The Math block will take place for 75 minutes daily. The Workshop model will be followed. The Workshop Model will provide students with active involvement in the development of their procedural knowledge, conceptual understanding and problem solving skills.</p>

Hands-on explorations using manipulative objects will be blended into daily lessons. Teachers will develop math goals with each student. These goals will be shared with parents and will be modified throughout the year.

There will be a continued focus on problem solving based around the Problem of the Day. Students will learn to explain the process of how they solve problems in writing and verbally.

The Math coach will work with new teachers in cycles. The Coach will provide help with planning and executing the math curriculum through modeling and co-teaching.

Small group strategy and skills instruction in Math based on assessment data (both formal and informal).

Grade Conferences and Lunch and Learn sessions will teach the staff how to specifically use data in the area of mathematics in order to differentiate instruction.

Grade conferences and common planning time will be devoted to professional development in the area of looking at student work in order to assess student progress and appropriateness of tasks.

AIS support will be provided for all at-risk students during the regular school day through a program of targeted intervention conducted by our intervention staff.

CTT and SETTS teachers will work with non-mandated at-risk students

A daily thirty minute assist period will be implemented where our cluster teachers work with small groups of students targeting areas specific areas for those in need of intervention

Students will work in groups to create and solve open-ended problems.

Additional enrichment opportunities in mathematics will be provided for our Eagle students.

Learn basic facts with the help of SNAP (grades K-6)

Students will keep a math journal

Review lesson plans periodically

Conduct formal and informal observations

Conduct Learning Walks with a Math focus

Demonstration of model lessons for identified teachers

Conduct Teacher Administration conferences

Inter-visitation in and outside the school

Common planning time

Celebrate Mathematics learning and understanding through

SNAP

Problem of the Day

Math-A-Thon

100th Day Celebrations

Pi Day
Math Bees

Create a Math Resource Center for teacher use
Conduct portfolio assessments at the end of each unit
Conduct parent workshops to support the home school connection
Smart Board technology will be a vehicle for Math instruction
Revamping of Math Pacing calendars to include flexible modules when needed.
Conduct item analysis to determine pacing for next year.
Conduct Grade Conferences and Faculty Conferences to focus on analyzing grade data and setting measurable goals for the grade

- Differentiated instruction throughout math lessons to address the needs of all learners.
- Small group strategy based on assessment data.
- Teachers will conduct a practice Math Exam using the 2009 and 2010 State Math Tests. The data obtained will drive the instruction and the small groups needed in the different classes.
- A pacing calendar for the year has been implemented aligning the curriculum with the NYS Standards for that specific year.
- Standards have been included into the pacing calendar to insure the students are entering the next grade having learned many of the required standards.
A review period has been included in all 7th and 8th grade schedules at least once per week.

To supplement the curriculum the students are also using the Coach book to reinforce the skills needed for the specific grade.

AIS support will be provided for all at-risk students during the regular school day through a program of targeted intervention.

Professional Development in Math will be differentiated for the staff targeting their needs using appropriate resources.

Lunch and Learn sessions will be conducted.

Technology, including Smart Boards and lap tops, will be used as vehicles for Math instruction.

Administration will consistently monitor student progress through informal and formal assessments Acuity (Predictive and ITA assessments)

<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>□47 teachers (TL Fair Student Funding \$3,267,628), 5 teachers (Title 1 AARA \$347,620) 2 teachers (EGCRS \$139,048) 11 Cluster teachers (TL Fair Student Funding \$764,764), 3 full time AIS teachers (Title 1 AARA \$208,572) 1 Literacy Coach (TL Fair Student Funding \$69,524), 1 part time Math Coach (TL Fair Student Funding \$38,946) 3 Assistant Principals (TL Fair Student Funding \$299,322), 1 Data Specialist (TL Fair Student Funding \$69,524) 1 ESL teacher (CFI \$69,524) 4 mentors (no cost)</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>□</p> <ul style="list-style-type: none"> Formal and informal observations in literacy/math connections Provide monthly professional development opportunities for Special Education teachers on Math instruction, differentiation, use of manipulatives, accommodations and modifications Review of math portfolios February and May Midterms (January), Unit Assessments (at the end of each unit), Predictive exam (March), ITAs (November, April) Item Analysis from 2008 and 2009 practice state math tests given in January and March, Acuity and school based assessment. Results of Performance Series – Scantron quarterly Summative and formative assessments Report card grades (twice a year for Kindergarten- March and June, three times a year for grades 1-5 – November, March, and June, and four times a year for grades 6-8- November, February, April and June) Assessment binder which is inclusive of anecdotal and conference notes collected quarterly Progress Reports three times a year (October, February and April) <p>SNAP levels checked bi-monthly</p>

Subject Area
(where relevant) :

ELA- Writing

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and</i></p>	<p>□By June 2011, 75% of all students' writing mechanics and grammar usage will improve in grades K-8 as demonstrated by a variety of assessments including unit assessments, the Predictive exam, practice state ELA exams, teacher made tests, teacher created rubrics,</p>
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<p><i>Time-bound.</i></p>	<p>EPAL, monthly student writing pieces, writing portfolios, and the 2011 New York State ELA exam.</p>
<p>Action Plan <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>□ Provide Professional Development activities that will support differentiated instruction in the area of writing</p> <p>The schoolwide Inquiry focus will be based on writing - mechanics and grammar</p> <p>Inter-visitation will be set up for teachers to observe other teachers differentiating instruction based on student data</p> <p>Teachers will utilize Renzulli</p> <p>Professional development on the creation of rubrics</p> <p>Support teacher planning according to student goals</p> <p>Provide Lunch and Learns in which teachers analyze student work through various protocols .</p> <p>Grade Conferences and Faculty Conferences will focus on analyzing and interpreting writing samples in order to group students and provide instruction accordingly on an individual basis.</p> <p>Classroom teachers, administration, special education teachers, AIS teachers, Inquiry/Data Team will consistently monitor student progress through informal teacher made tests, monthly writing samples, mid-terms, practice state tests as well as teacher-student conference notes, and the results from the Predictive, ECLAS II, final drafts from various units of study, responses to literature, and project based assignments throughout the content areas</p> <p>The Professional Development Team will constantly assess the needs and proficiency levels of staff in the area of using data to understand trends and patterns in student learning, setting goals, implementing plans and monitoring and modifying instruction. Professional development will be provided accordingly and will be differentiated.</p> <p>Provide opportunities for staff to attend out of building professional development</p> <p>Conduct Learning Walks with the focus on writing mechanics and grammar</p> <p>Common planning time will be used to review writing samples and determine trends across the grade</p> <p>Maintain and review student portfolios</p> <p>Observations and teacher administrative conferences</p>

<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>□47 teachers (TL Fair Student Funding \$3,267,628), 5 teachers (Title 1 AARA \$347,620) 2 teachers (EGCRS \$139,048) 11 Cluster teachers (TL Fair Student Funding \$764,764), 3 full time AIS teachers (Title 1 AARA \$208,572) 1 Literacy Coach (TL Fair Student Funding \$69,524), 1 part time Math Coach (TL Fair Student Funding \$38,946) 3 Assistant Principals (TL Fair Student Funding \$299,322), 1 Data Specialist (TL Fair Student Funding \$69,524) 1 ESL teacher (CFI \$69,524) 4 mentors (no cost)</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>□</p> <ul style="list-style-type: none"> Daily informal classroom visits and formal observations (3-4 times a year) Periodically review lesson plans to see evidence of differentiated lesson instruction in writing and grammar Review of writing portfolios quarterly Teacher –Administrator Conferences – midyear Engrade results checked bi-weekly Daily conference notes reviewed monthly Daily review of student work Review of Curriculum Maps and diary maping = monthly done at Grade Conferences and Department Meetings Review of Portfolios Data Team focus - updates, agendas, minutes to meetings

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. 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 Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 - School-level Reflection and Response to System-wide Curriculum Audit Findings - has sunset as a requirement. Last Year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

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	20	20	N/A	N/A	3			
1	34	34	N/A	N/A	4		3	
2	21	24	N/A	N/A	9		2	
3	30	30	N/A	N/A	20		2	
4	24	30	6		40			
5	18	14			25		1	5
6	13	12	9	5	8		3	2
7	14	40		8	3	5	4	
8	19	66			4		6	
9								
10								
11								
12								

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

- o 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.
- o 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.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o 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. Part B - Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each 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.).
ELA:	<input type="checkbox"/> Daily small group (less than 8) during the school day provided by the AIS team Small group instruction with Wilson trained teacher 3x a week, during the day One to one tutoring with a trained volunteer, 2x a week focusing on comprehension Daily half hour period of small group instruction (less than 8) taught by cluster teacher
Mathematics:	<input type="checkbox"/> Works with small group of students 3 days a week during the school day via a pull out program Daily half hour period of small group instruction taught by a cluster teacher
Science:	<input type="checkbox"/> Intense instruction in science will be given to those students who did not meet the standards on the state exam in grade 4. Instruction is given 3x a week during the school day in a small group setting – half hour period taught by the science cluster teacher
Social Studies:	<input type="checkbox"/> Intense instruction in Social Studies will be given to those students who did not meet the standards on the state exam in grade 5.
At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> Small group meetings scheduled once or twice a week held in the guidance room. These meetings can occur either before or during the school day. The students may, at times, spend their lunch period with the guidance counselor
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> N/A
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> Small group meetings held during the school day on an as need basis Small group meetings held during the school day – scheduled

At-risk Health-related Services:

-
- The school nurse meets with a group of 5 selected students weekly for 6 weeks to teach them about asthma through the Open Airways Program.

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy - Attach a copy of your school's current year (2010-2011) LAP narrative to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

Section I. Student and School Information.

Grade Level(s)

2-8

Number of Students to be Served:

LEP 30

Non-LEP 0

Number of Teachers 1

Other Staff (Specify) SECRETARY (SUPPORT STAFF)

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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.

□

P.S. / I.S. 207 serves a population of approximately 30-40 English Language Learners from Kindergarten through Grade Eight. These students receive English as a Second Language instruction from the ESL Pull-Out Teacher, who meets New York State Certification qualifications. The language of instruction is English. The Title III Program will take place before school hours (7:30AM until 8:30AM), two days per week for approximately 32 weeks (December 2009 until June 2010). The student groups will be Grades 2/3, Grades 4/5 and Grades 6/7. The instruction of the Title III program will focus on improvement in all content areas (literacy, mathematics, science, social studies) with continued support to improve the English language learning through the modalities of listening, speaking, reading and writing. The Title III Program will also include NYSESLAT preparation and enrichment in music and art as well as the two following programs:

Imagine Learning software is used as part of our enrichment and remedial programming for ELLs in our morning and after school programs. This software allows students to work at their own pace to improve language skills, and also to provide progress reports to track individual student work.

Rosetta Stone software is also used as enrichment and as tutorials for our older students in morning and after school programs. In addition, this software is being used as part of our community outreach to assist ELL families gain English language proficiency.

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.

□

The Title III program will provide staff development for the ESL teacher through outside conferences and workshops. This information will then be transferred to all staff via professional development meetings. The ESL teacher and other pedagogues who work with ELLs will attend workshops throughout the year. Workshop topics will include literacy based strategies and content area instructional techniques addressing the needs of ELLs.

In addition, professional development will also be delivered during our November and June professional development days with a focus on data analysis and curriculum design with a focus on English language learners. Teachers will also engage in multicultural awareness training to be more sensitive to our ELL families and better assist them in their child's educational process.

Section III. Title III Budget

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School: 22K207
 BEDS Code: 332200010207

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$2367.50+\$2367.50+\$568.20+\$ 591.36	<input type="checkbox"/> Teacher Per Session \$47.35 for 50 hours December – June Teacher Per Session \$47.35 for 50 hours December – June Teacher Per Session \$47.35 for 12 hours January-June Secretary Per Session \$24.64 for 24 hours December – June
Purchased services - High quality staff and curriculum development contracts	\$1,000.00	<input type="checkbox"/> Workshops from the Office of English Language Learners, TESOL, Inc. (Teachers of English to Speakers of Other Languages) and SDR (Staff Development Resources)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$2480.44	<input type="checkbox"/> NYSESLAT Preparation Materials Classroom Libraries Art and Music Supplies
Educational Software (Object Code 199)	\$4125.00+\$ 300.00+\$ 1200.00	<input type="checkbox"/> Imagine Learning Computer Program License Renewal Computer Accessories Rosetta Stone Licensing Renewal
Travel	0	<input type="checkbox"/> n/a
Other	n/a	<input type="checkbox"/> n/a
TOTAL	0	

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

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

□

We continue to review the data available such as the school report card and home language surveys. In addition, our meetings with new parents continue to support the finding that the number of non-English speaking parents is increasing. Very often, a student is not considered an ELL after screening and subsequent LAB testing; yet one or more parent at home speaks a language other than English. Our Parent Coordinator has created a data base of parents who prefer communications in a language other than English, which was ascertained from blue card data as well as parent interviews. This list is about 100 families, and we make every effort to provide translated documents and interpretation services to these families. The Office of Translation and Interpretation's data base also proves to be a viable resource for standardized information such as report cards and other communications. In addition, bilingual staff provides translated communiqués whenever possible for other "in-house" writing. Predominant languages in our community include: Spanish, Chinese, Urdu and Arabic.

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.

□

As stated above, the number of non-English speaking parents is definitely on the rise based upon continual analysis of the data. We are increasingly more aware of the necessity to provide translated documents and interpretation to families in order to ensure more active family involvement in each student's educational process. On our school website, and at the bottom of all parent letters and communications, our Parent Coordinator includes translation/interpretation requests in eight languages. We will continue to communicate with the non-English speaking parents by use of in-house translators and interpreters, as well as to utilize the Department of Education's translation and interpretation resources. In addition, we always strive to hire more bilingual staff, so that along with our current staff they will be able to help with both the written translation and oral interpretation needs of the school. The school community is notified regularly of translation and interpretation services, and is encouraged to share this information with parents who might not be aware of this option. Also, faculty and staff are informed and advised during faculty conference days and regular articulation with the ESL teacher. Family involvement, particularly for families of ELLs and Former ELLs is part of regular professional development and articulation by the ESL teacher.

Part B: Strategies and Activities

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

The school provides all Department of Education forms and letters in the parents' home language where available. Written translation services are provided in-house by both classroom teachers and parent volunteers. The Parent Coordinator assists in contacting volunteers or staff members to provide written translation. We have also begun to create a data base of translated materials in Spanish and French (a large proportion of our ELL population) such as parent conference information, promotional letters and other class announcements.

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.

The oral interpretation services will be provided by a paraprofessional, classroom teachers, and parent volunteers. The Parent Coordinator assists in contacting volunteers or staff members to provide written translation.

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>.

P.S. 207 provides written notification to parents of their rights regarding translation and interpretation services in the appropriate languages along with instructions on how to obtain such services. This letter is given to all parents in September and whenever a new student is admitted to the building. Signs are posted in the main entrance in each of the covered languages indicating that all written translations can be found in the main office of the building. School based letters will be sent to the Department of Education's Translation and Interpretation Unit for translation of letters that our in-house staff cannot translate.

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 2010-11:	N/A	\$723,437	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$7,234		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	N/A	*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
100%

6. If the percentage of high quality teachers during 2009-2010 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.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND 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.

□

PARENT INVOLVEMENT POLICY 2010-2011

Preface

Parents are a child's first and most enduringly influential teachers. If children are to succeed in school; home and school must work together.

As partners in education, parents have certain rights and responsibilities. In recognition of this, the following Parental Involvement Policy has been created by the School Leadership Team.

Policy

The school will adhere to the policies on parent involvement that are summarized in the Chancellor's Regulation A-660, the Department of Education policy "Bill of Parents' Rights and Responsibilities" and the "Title 1 Parent Policy Involvement Policy" under the No Child Left Behind Act.

Every effort is made to provide a safe and secure environment while maintaining a welcoming atmosphere for parents. Parents are encouraged to participate in monthly P.T.A. meetings which provide ample opportunities for parents to share information, opinions and concerns. Parents are invited to attend September Orientation conferences where teachers convey the requirements of the class and grade including promotional policies. The Engrade system allows parents to access student grades throughout the year so that parents are able to constantly be updated on their child's grades. Progress reports are sent home three times a year and report cards are sent home three times a year providing frequent and consistent contact with parents regarding their child's progress and achievement. Parent Teacher Conferences are held in November and in March. Teachers and administrators are available to meet with parents by appointment throughout the school year.

A weekly news letter is sent to ECC parents. A monthly newsletter is sent home to elementary and middle school parents. The Learning Leaders organization trains and certifies parent volunteers to work with students in the classroom. P.S. 207's Learning Leaders Program is an integral part of our student support network.

The school will provide parents with a description of the curriculum at every grade level as well as the specific expectations. Workshops will be held to explain the NYC Progress Report and Quality Review process. Workshops for parents will be offered which focus on the state exams at each grade level.

Parents comprise fifty percent of the School Leadership Team. Team members work together to create the school's Comprehensive Education Plan (CEP) and discuss policy and budget issues so that students can maximally benefit from the school's education policy. SLT elections are held each May giving new parents the opportunity to become involved.

Parent involvement will continue to be enhanced by utilizing the Parent Coordinator. The Parent Coordinator will interact with parents on a daily basis, and be readily available to address parents' concerns. A variety of parent workshops and family nights will be offered. Parent workshops will be held both during the day and in the evening for the convenience of parents. Information will be sent to parents via email, the school website and letters.

Special emphasis will be made to target ELL families. Information will be provided in the native language. Staff will translate letters to parents and will also be able to translate during meetings between the teacher and parents whenever possible. Phone translation is also available. Workshops for ELL families will be conducted throughout the year by our ELL teacher.

Workshops for parents of students with disabilities will be held throughout the year and will be facilitated by our special education staff, administration and parent coordinator. Parents will be able to better understand and IEP.

A home school partnership is critical to the success of our students. The administration, staff and parents are committed to providing the best possible education for your child.

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.

□

SCHOOL-PARENT COMPACT
2010-2011

This school-parent compact is in effect during the school year 2010-2011.

SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

P.S. 207 will:

1. Student achievement will be supported through differentiated small group instruction, academic intervention, enrichment, highly qualified teachers, before and afterschool programs in literacy and math and continuous teacher professional development throughout the year.
2. Support home-school relationships and improve communication by the following:
 - · · · · Provide parents with information regarding state exams, periodic assessments, the School Progress Report,
 - · · The Parent Involvement policy and School-Parent Compact will be distributed to parents and reviewed during PTA meetings.
3. · · · · · Family Science Night and Family Math Night encourage parents to come to school with their children and participate in learning activities that are fun.
4. P.S. 207 will provide general support to parents by:
 - · · · · Assisting parents in understanding the grade level requirements and assessments and how to monitor their child's progress by providing workshops to parents during times when the majority of parents can attend.
 - Advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs.

Parent/Guardian Responsibilities:

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

· · · · · Student Responsibilities:

· · · · · Give my parent/guardian all notices and information that is sent home from the school.

_____	_____	_____
Parent(s)	Student	
_____	_____	_____
Date	Date	Date

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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 see NEEDS ASSESSMENT section □

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

□

At P.S. 207, we as educators pride ourselves on striving for academic rigor throughout our Pre-Kindergarten through Grade 8 classrooms. We believe all children can not only reach our New York State Standards but exceed them as well. Our teachers work 24/7 in using formative assessments and analyzing data to inform instruction. We have introduced such initiatives as using ACUITY to customize assessment, introducing Accelerated Reading, an online literacy program, as well as introducing through staff developments various comprehension strategy approaches, such as Reciprocal Teaching, Questioning the Author, use of intricate graphic organizers in order to enable our students to better comprehend the text. Our professional development for teachers surrounds the goal of advancing student achievement for all our students. Students who are strugglers in literacy and/or mathematics are given remedial attention daily in and out of the classroom by our AIS providers and out of the classroom specialized personnel. Our staff holds to the Principles of Learning set forth by Lauren Resnick and Patricia Hall of the University of Pittsburgh. Some of these Principles include: setting high expectations and goals for all our students, building academic rigor in a thinking curriculum in our gifted as well as special education classes, organizing for effort, establishing clear expectations, fair and credible evaluations, recognition of accomplishment, socializing intelligence, having students always use accountable talk across the curricula and use self-management strategies while learning. Our Professional Development Team has used research studies and professional readings to guide our practices across the curricula always regarding all student academic achievement as our primary concern.

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

□ □

Of primary importance for our Professional Development Team is the use of effective methodology and instructional practices that are always scientifically-based research. Our curriculum always is rich in academic rigor. In regard to our Gifted classes we have implemented the

Renzulli Learning Personal Success Plan. In addition, we are using The Accelerated Reading program for our Grades 3-8. In our CIG classes in grades 6-8 we are conducting interactive read alouds that are at least two grades above level respectively. Students read, write and talk on above grade levels. Differentiation occurs in every class- gifted as well as in special education. Our teachers have mapped out their curriculum and have collaborated on the grades to create the best plan of instruction for their students. Essential questions during book talks and clubs are asked and encouraged. Classroom library books are provided for every type of reader in terms of level, interest and relevancy. Deeper questioning regarding subject matter is always asked. In addition, our Fillmore Academy students have the opportunity to take Science as well as Math Regents classes.

- o Help provide an enriched and accelerated curriculum.

- In our CIG classes in grades 6-8 we are conducting interactive read alouds that are at least two grades above level respectively. Students read, write and talk on above grade levels. Differentiation occurs in every class- gifted as well as in special education. Our teachers have mapped out their curriculum and have collaborated on the grades to create the best plan of instruction for their students. Essential questions during book talks and clubs are asked and encouraged. Classroom library books are provided for every type of reader in terms of level, interest and relevancy. Deeper questioning regarding subject matter is always asked. In addition, our Fillmore Academy students have the opportunity to take Science as well as Math Regents classes.

- o Meet the educational needs of historically underserved populations.

- We work diligently to meet the educational needs of our historically underserved populations. As research has indicated prior knowledge is crucial for reading comprehension. Our teachers use technology- Smart board, trade books, periodicals, mentor texts, graphica, films and trips in order to build our students' prior knowledge. Trips are arranged by the grade after they collaborate on ways to enhance the curriculum. Our 7th graders visit Philadelphia to help history come alive. Our 8th graders, who are learning about democracy and history, visit Washington, D.C. Students who are interested in music can try out for the band. Students who are interested in theatre can join our Drama Club which is facilitated by several staff members. Performances occur in the school auditorium for parents, friends, students, faculty and staff to attend. Our students visit the zoos, the Aquarium, the ballet, Carnegie Hall and all of the wonderful museums NYC has to offer.

- o 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.

- We address the needs of all children in the school particularly the needs of low academic achieving children and those at risk of not meeting the New York State academic content standards. These students meet with our Academic Intervention Service teachers in small groups.

These providers push in and out of the classrooms. AIS teachers study the data and plan instruction accordingly. Resources to meet the students' needs are used. We are constantly trying to raise funds to help us support this effort. Teachers create their own materials and plans to instruct our struggling students in all subject areas. Our guidance counselor, school psychologist and social worker collaborate on how to best serve our students that desperately need their guidance. Our Pupil Personnel Team collaboratively work on intervention plans to best meet our students' challenges. In addition, we established an Advisory Committee to talk and advise our students. Our Assistant Principal of the Fillmore Academy, our coaches and AIS staff mentor individual students. Also, we hold career awareness programs after school in which parent and students are invited to participate. Outside speakers talk to our students as to the many opportunities available to them.

o Are consistent with and are designed to implement State and local improvement, if any.

We work diligently to meet the educational needs of our historically underserved populations. As research has indicated, prior knowledge is crucial for reading comprehension. Our teachers use technology, trade books, periodicals, mentor kits, graphics, film clips, tv clips, films and trips in order to build our students' prior knowledge. Trips are often taken and teachers collaborate on the grade as to where to go for such enrichment of the curricula. In fact, our 7th grade classes go to Philadelphia to expand on the Social Studies curriculum while our 8th graders go to Washington, D.C. Students who are interested, join our Drama Club facilitated by several staff members. Performances occur in the school auditorium for parents, friends, and staff to attend. Our students visit the NY Aquarium, and the many wonderful and educational museums that NYC has to offer.

3. Instruction by highly qualified staff.

100% of our staff is highly qualified.

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.

This data comes from Parent Surveys, Teacher Surveys, Formal and Informal Observations, Walk Throughs, Intervisitations, Summative and Formative test results. In addition, teachers are very careful to take anecdotal notes in all content areas. Study groups are conducted on "hot" topics of interest for teachers. "Lunch and Learns" are conducted by members of the staff on areas of need and interest of our staff members, i.e. Acuity, Reciprocal Teaching, Comprehension Transactional Strategy Instruction, Literature Circles, Problem Solving, Curriculum Mapping, Behavior Management, etc. Also, our administration enables and encourages our teachers to attend and participate at workshops all over New York City. These workshops cater to all our students needs including special education as well as our gifted

students. It is important to note that our administrators attend, participate and turnkey information they acquired at the various workshops.

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



NOT APPLICABLE

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



Our parent coordinator plays a major role in arranging parent meetings between parents as staff. She consistently sends updates via emails and our school website. Our parent coordinator works alongside our Professional Development Team to create a series of workshops to assist parents. Workshops are offered for both the general population, such as Parent Orientation held the first week of school, ARIS training, introduction to the State Exams in ELA and MATH. Workshops are also conducted for specific sections of the population including English Language Learners and bilingual households using an English Language tutorial program such as Rosetta Stone. Workshops will be made available to parents to improve English language skills. For parents of students with IEPs, workshops on How to Read and Understand an IEP and How to Deal with your Child's behavioral difficulties will be offered. High School Night is offered to the parents of our middle school students. Workshops will be given both during the school day as well as in the evening in order to reach as many parents as possible. We try to schedule workshops with corresponding events, such as Parent Teacher Conferences and Open School week when we know parents will be at the school. Throughout the year, parents are invited to attend awards ceremonies and classroom celebrations.

In the past, we have partnered with Learning Leaders, an organization that trains parents to help as volunteer tutors in the school building. Currently, we have five Learning Leaders in our Early Childhood Center and we are hoping to expand the program this school year.

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.



During the months of May and June, local Pre-Schools come for a tour of the Early Childhood building while school is in session. In June, Pre-K families are invited to the Early Childhood Center's Open House where they take part in a Qand A session with administration and then take a tour of the facilities. During their visit, the families get to see Kindergarten classes in action. Over the summer, the families receive an Early Childhood Welcome Packet, which contains a schedule for the beginning of the school year, the E.C.C. school procedures, and a letter from the E.C.C. staff to the incoming Kindergartener. In September, the Kindergarten students have a different schedule than the rest of the school. On the first day of school they come for one and a half hours. Their class is also divided in half so twelve students come from 9:00-10:30 and the other twelve come to school from 10:30-12:00. On the second day of school the entire class comes in for a

half day session. By the third day, the entire class comes in for a full day of school. From that point on, the Kindergarten students are ready to follow a full-time schedule

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.

□

Besides the monthly grade conferences, administration and members of the Professional Development Team meet with the grade leaders, and/or department chairs, once a month, to share information and the latest research in education. When purchasing new materials, whether new texts or assessments, the grade leaders are informed and receive information and are then given samples of the materials to share with the colleagues on the grade. Each grade meets weekly during a common prep. At these meetings, issues pertaining to academic assessments, student work, and overall instructional practices are discussed. These views on all the aforementioned topics are then discussed with the appropriate administrators. Decisions are made jointly with faculty.

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.

□

This data drives our instruction. Using researched based formative assessments, our at-risk students are informally assessed at least every 6 weeks. Parents are informed that their child(ren) will be receiving these remedial services via a letter from the service provider. Parents have the opportunity to meet and discuss their child(ren) with the AIS providers.

These needs can be academic, social, emotional and/or behavioral. One member of the team will become the case manager and will be responsible for updating the team on the student's progress or lack of progress. After all interventions are exhausted, the student may be referred for an evaluation for special education.

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.

□

In our school we have a SAPIS counselor that works with our children who experience hardships such as academic, social, and emotional difficulties. Additionally our counselor works with whole groups to implement peer mediation, character education, and bullying prevention. She takes small groups of students to work on issues such as self esteem. The counselor works with students new to the school to help them with this adjustment.

On the middle school level, our school offers an advisory program targeted to our seventh and eighth grade students. This program focuses on students learning styles and issues that are typical to urban adolescence. Once a month guest speakers such as youth officers from our

local precinct present workshops on gang violence and prevention, the Brooklyn District Attorney's office speak about internet safety, and representatives from local hospitals come to discuss nutritional and health issues

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

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

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education

designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)
Title I, Part A (ARRA)	Federal	Yes			723,437	True	

¹**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

²**Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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.
 na
2. Ensure that planning for students served under this program is incorporated into existing school planning.
 na
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;
 na
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 na
 - c. Minimize removing children from the regular classroom during regular school hours;
 na

4. Coordinate with and support the regular educational program;

na

5. Provide instruction by highly qualified teachers;

na

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

na

7. Provide strategies to increase parental involvement; and

na

8. Coordinate and integrate Federal, State and local services and programs.

na

APPENDIX 7: 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>

Part A:

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.)
At this time, P.S. 207 does not have any students in Temporary Housing.
2. Please describe the services you are planning to provide to the STH population. NA

Part B:

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).
NA
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
 NA

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 your Children First Network.

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_22K207_011111-095946.doc

OFFICE OF ENGLISH LANGUAGE LEARNERS GRADES K-12 LANGUAGE ALLOCATION POLICY SUBMISSION FORM

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster LSO	District 22	School Number 207	School Name Elizabeth G. Leary
Principal Mary E. Bosco		Assistant Principal Noreen Steffens	
Coach Deborah Getman, Ed.D		Coach type here	
Teacher/Subject Area Katie Ganley, Grade 2		Guidance Counselor type here	
Teacher/Subject Area type here		Parent type here	
Teacher/Subject Area type here		Parent Coordinator Donna Pimpinella	
Related Service Provider type here		Other Karen McDonough	
Network Leader Wendy Karp		Other (Data Specialist)	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	1
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	1207	Total Number of ELLs	32	ELLs as Share of Total Student Population (%)	2.65%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of 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.

P.S. /I.S. 207 is a school located in Marine Park, Brooklyn with a diverse population of 1207 students. P.S. 207 has a freestanding ESL Pull-Out Program that currently serves 32 ELL students from Kindergarten through Grade Eight. The ELL students represent 2.65% of the total number of students. The ELL students are grouped according to grade and if necessary, contiguous grades. Currently, P.S. 207 has four, five or six general education classes on each grade and one self-contained special education class for grades five, six and seven. Over the past five years, the number of ELLs has varied from 30-50 students. Wherever possible, the ESL teacher also incorporates push-in/team teaching strategies, particularly with our students in middle school (grades 6-8); where departmentalized design makes pull out groupings less effective.

Initial identification of English Language Learners begins with distribution of HLIS at registration. The certified ESL teacher, Elizabeth Wojtal, who speaks English, French, and Spanish, collaborates with the school secretaries during the registration period, and oversees the informal interview process conducted at this time. Based on the responses of the HLIS and parent interview, the ESL teacher will then formally assess the students with the LAB-R or Spanish LAR tests within the mandated ten day period.

After determination whether or not students are entitled to ESL services, parents are notified of their program options by means of the Parent Survey, Program Selection forms and Entitlement Letters. The ESL teacher is in communication with new parents to clarify information and offer guidance in the selection process. All correspondence is distributed, collected and stored by the ESL teacher, who has confirmation of parent selection on file.

At this time, our school has a freestanding ESL program. All parents are invited to an orientation and information session regarding ELL program choices. Parents are interviewed directly and translation services are provided so that all parents are made aware of program choices. In the event that a parent requests either a Bilingual, Dual-Language, or Transitional Bilingual program for their child, the ESL teacher and parent coordinator provide information about alternative school placement. It is made clear that programs will be made available at P.S. 207 if the number of ELLs increases in any one language, thus fulfilling the criteria for any of the above mentioned alternatives to a freestanding ESL program. This identification process is ongoing throughout the school based on the enrollment trends of the school.

The trend over the past 5 years for program selection has been 90-100% freestanding ESL. There have been a few cases, where parents have elected to move to a bilingual program in another school for their child. These cases have largely been SIFE students or older students, who were in need of strong native language support in order to handle complex material in the content areas.

The program at P.S. 207 continues to align itself with parent requests. We are committed to providing the best possible program for English Language Learners, and we are constantly seeking new ways to improve our programs, assist our parents, and in turn ensure student success for all.

Students who are entitled to ESL services take the NYSESLAT exam annually in the spring. The scores from these assessments are evaluated in the fall of the next term in order to provide the best placement for ELLs, either in beginner, intermediate, or advanced groups by grade or contiguous grades. The ESL teacher then analyzes in a more granular format these results to differentiate instruction

and provide the best possible program for ELLs.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

K ✳ 1 ✳ 2 ✳ 3 ✳ 4 ✳ 5 ✳
6 ✳ 7 ✳ 8 ✳ 9 ● 10 ● 11 ● 12 ●

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	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained	3	5	3	2	6	7	1	3	2					32
Push-In														0
Total	3	5	3	2	6	7	1	3	2	0	0	0	0	32

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	32	Newcomers (ELLs receiving service 0-3 years)	13	Special Education	9
SIFE	1	ELLs receiving service 4-6 years	13	Long-Term (completed 6 years)	6

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											0
Dual Language											0
ESL	13		2	13	1	2	6		5		32

Total	13	0	2	13	1	2	6	0	5	32
Number of ELLs in a TBE program who are in alternate placement: 0										

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2		2	1	1	2		3	2					13
Chinese					2	2								4
Russian		1		1										2
Bengali														0
Urdu	1	2	1		1	2								7
Arabic		1			2		1							4
Haitian						1								1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1												1
TOTAL	3	5	3	2	6	7	1	3	2	0	0	0	0	32

Part IV: ELL Programming

A. Programming and Scheduling Information

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.

The Language Allocation Policy for P.S. 207 is 100% instruction in English since it is a Freestanding ESL Program. The ESL teacher uses a combination of pull-out, push-in and collaborative organization models for instruction, and students are grouped homogeneously. As per policy guidelines, native language support is provided via glossaries, translator/interpreter services, and other bi-lingual resources. Instructional strategies include: providing comprehensible input, emphasizing communication and understanding, integrating literacy with content areas, developing vocabulary, incorporating the writing process, demonstrating the conventions of English (spelling, grammar, punctuation), using graphic organizers, and using cross-cultural connections. These strategies are implemented along with Balanced Literacy, the school-wide literacy model, Units of Study, Everyday Math, Science Curriculum Improvement Study and the Comprehension Tool Kit. All students receive differentiated instruction based upon language proficiency level, learning styles, and individual need. According to the NYS CR Part 154, the ESL teacher is able to provide for the mandated number of units of instruction in her schedule using contiguous groupings. All students receive the mandated units of instruction.

Each year, every student in the ELL program is evaluated based upon several criteria including, but not limited to NYSESLAT scores, State ELA and Math scores, guided reading levels, progress reports, and anecdotal and conferencing reports from the classroom teacher and ESL teacher alike. Each student is treated as an individual case, where progress is not only evaluated from the latest testing, but is examined longitudinally to create a better learning plan for long term ELLs and ELLs who stall at a certain level. Newcomers and SIFE students are under constant evaluation, as their initial transition can be very difficult. The ESL teacher works closely with the classroom teacher, and provides an "open-door" policy for these students who may come to the ESL room for extra support and learning aids throughout the day.

In addition to ESL instruction, students in all sub groups who are evaluated as needing more support are placed in AIS Math and ELA small group intervention classes.

SIFE (Students with Interrupted Formal Education) and Newcomers will receive small group targeted instruction from the classroom teachers as well as the ESL teacher. They will also receive individual tutoring from cluster teachers, parent volunteers, student teachers, and other pedagogues.

Long Term ELL students and ELLs who are in the program between 4 and 6 years will receive small group targeted instruction, individual tutoring and Academic Intervention Services. These students may also receive referrals for evaluations to determine if services other than ESL are necessary. If it is determined that the students need special education services, they may receive Collaborative Team Teaching, Special Education Teacher Support Service and/or counseling.

ELLs who are also classified as students with disabilities are provided additional support from the ESL teacher in the form of instructional strategies to scaffold learning, as well as counseling for students to encourage self-advocacy in their learning process. The ESL teacher is part of the pupil personnel team and attends regular meetings as well as annual IEP meetings for her students.

In addition, required support services personnel work cooperatively with the ESL teacher to provide the best possible instructional plan for ELLs, while at the same time assisting these students in their learning and remediation process.

ELL students who reach proficiency after receiving a passing score on the NYSESLAT will continue to testing modifications for up to two years, academic support through small group instruction, tutoring, and morning/after school programs opportunities.

B. Programming and Scheduling Information--Continued

5. 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.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

The instructional materials used in the ESL Program include: ESL classroom libraries (Kindergarten through Grade Five), Oxford Picture Dictionaries and Content Picture Dictionaries with workbooks, Scholastic Children's Dictionaries, English in My Pocket Program from Rigby, On Our Way to English Program from Rigby, Amazing English Program from Addison-Wesley, PCI Reading Program SRA Photo Library, Imagine Learning Computer Program, internet resources, graphic organizers, charts, literature poetry, guitar instruction and music appreciation and NYSESLAT preparation materials. Students use laptop computers in all groups. Instructional materials are differentiated according to age and proficiency level. Hands-on projects are stressed overall, and the use of realia and other manipulatives are a standard for all sub-groups. All resources are age and proficiency level appropriate.

As mentioned earlier, native language support is given regularly to ELLs, particularly those Newcomers and SIFE students as they transition into their new environment. Online translation tools, glossaries, and native language editions of literature are among the regular support given. Translation and bi-lingual support is also made available whenever possible.

In the coming year, the ESL department has a goal to expand the use of technology in the ESL classroom, as well as to provide additional enrichment, remediation, and support for ELLs in their own classroom environment. The school currently uses programs for English Language Learners such as Imagine Learning and Rosetta Stone, and the goal for the coming year is to continue to devote more class time for students, as well as to use the data analysis of the programs to target areas of individual need.

While the use of technology in the classroom is definitely a positive addition to the classroom, the ESL teacher will evaluate the use of current software and other web sources as to how well they enhance student progress. The goal for the future is to provide more feedback and interaction with technology, rather than using computers in isolation.

Each year, the ESL teacher evaluates the program to make instructional changes to better serve her students. The school is applying the new Common Core State Standards for all areas of instruction, and the ESL curriculum and design reflects these changes including a greater emphasis on writing and language structure. The ESL teacher revises the curriculum mapping for each level, and for the coming year, a greater focus will be placed on non-fiction reading comprehension strategies in addition for continued writing improvement strategies.

The ESL teacher collaborates with the classroom teachers to promote the academic success of the ELL students. The teachers communicate the needs of the ELL students, so that they can determine what type of differentiated instruction is appropriate according to classroom and ESL assessments.

The school makes every effort to support newly enrolled ELLs before the beginning of the school year. At registration, the family is given a packet of resources including community organizations and other outside programs for enrichment and language instruction prior to the start of school. The school also invites ELL participants to the summer school language programs for continued English language support. The ESL teacher serves as advisor and student advocate in the school for all ELLs. Students are encouraged to participate in all aspects of school life (music, the arts, athletics, social events), and ELLs are invited to participate with clarification and encouragement from the ESL teacher and administration. The ESL teacher and Parent Coordinator make every effort to communicate opportunities for the schoolwide enrichment programming open to all students (e.g. Champs, Instrumental Music).

Through the use of Title III funding, ELLs are afforded the opportunity to participate in other after school enrichment programs in music and language enrichment. These activities include robotics, theatre workshop, book clubs, study skills, and math and science clubs. This

year, we will continue to offer the ELL Math/Science evening events where ELL students and their families participate together for an evening of academic enrichment and enjoyment. Parent workshops and English language tutorials are also offered to families.

C. Schools with Dual Language Programs

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

Not Applicable

D. Professional Development and Support for School Staff

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

The ESL teacher provides professional development for the entire staff each year so that all personnel are made aware of the components of the ESL Program, current data trends, and new methodologies. The topics for professional development include: Identifying ELL students through the Home Language Information Survey, LAB-R and NYSESLAT Testing administration, style and results data, language acquisition and proficiency, cultural sensitivity, ESL methodologies, challenges for ELL students and how they can be supported as they transition from one school level to another.

The ESL teacher participates in an ongoing ESL study group and turnkeys this information to the staff at regular monthly faculty conferences and other professional development sessions to provide the required 7.5 hours of professional development. Sign-in sheets and agendas reflect topics and participation. All personnel receive this professional development. The focus for this year is on literacy instruction and how to improve strategies for a more rigorous and challenging curriculum for ELLs in order that they may be competitive with Non-ELL counterparts in their educational career and beyond. This is in alignment with the new Common Core State Standards.

E. Parental Involvement

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

Parents are an active component of the P.S. 207 community. All parents are invited to participate in a variety of events, and parents are strongly encouraged to attend monthly PTA meetings and events.

The ESL teacher and Parent Coordinator are in constant communication, and they work together to address the needs of all parents of ELLs. As a team, they create surveys to elicit areas where parents need assistance, they provide information, translation and interpretation assistance, and foster a sense of care, concern and advocacy.

As mentioned earlier, the ESL teacher and Parent Coordinator organize parent workshops and other evening events including the Math/Science Family Night. During workshop sessions, parents are instructed as how they can better offer support for their child's educational process. In addition, they are given resources to enhance their own language acquisition and parenting skills and improvement including programs such as We Are New York, New York Public Library English Conversation Groups, PBS Online Parental Support and others. Surveys are a regular component of organization for these events, so as to better service the needs of parents in ELLs. The Parent Coordinator provides support and is in constant communication as is the ESL teacher with parents to maintain a positive level of communication. Materials are provided in the native language wherever possible, and the ESL teacher provides Spanish and French translation of workshops as well. Other translators (such as Chinese and Russian) are made available as necessary.

Part V: Assessment Analysis

A. Assessment Breakdown

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	9	10	11	12	TOTAL
Beginner(B)	2	1			1	1								5
Intermediate(I)	1	3	3	1		1	1	1						11
Advanced (A)		1		1	5	5		2	2					16
Total	3	5	3	2	6	7	1	3	2	0	0	0	0	32

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	1		1		2		2		6

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5			4		1		1		6
6							1		1
7			2		1				3
8			1		1				2
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			2		5				7
8									0
NYSAA Bilingual Spe Ed									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

The goal of the ESL Program is to foster the development of the modalities of listening, speaking, reading and writing so that the students move toward fluency and proficiency in English. Improvement of academic language is at the cornerstone of the curriculum, in order for ELLs to achieve success in their entire educational career and beyond. The students are supported with ESL Methodologies (CALLA, Scaffolding, and TPR) that promote higher order critical thinking skills. The students are challenged academically and expected to meet the New York State ESL Standards.

Data analysis and review is an ongoing process for all levels of the school. In order to assess early literacy skills, the team administers ECLAS-2, Fountas and Pinnell, and Teacher’s College assessments. This data is an integral part of the planning process for ELL

Analysis of ELL student results on standardized tests reveals that students perform better in Math than in other English language dominant tests. However, the data also shows ELLs making progress in English language proficiency. Work needs to be done in the area of Reading Comprehension and Writing, which is an area of need for all students in our school. NYSESLAT data analysis is an effective tool to providing more appropriate groupings based upon modality strengths and weaknesses, not just on beginner, intermediate, or advanced levels on the whole. Differentiated instruction to focus on specific modalities becomes a reality.

An analysis of student results over proficiencies and grades supports the above conclusions about ELL progress. ELL Periodic Assessments are also used as a tool for assessing ELL needs. Over the past year, these results have mirrored the results found on both NYSESLAT and ELA exams. This data has been used to support the work of inquiry teams across grade levels for this year, as our school-wide focus has been writing. As mentioned before, native language support is utilized as much as possible to support ELL student learning. It is recognized that native language support is key to learning success for ELLs in all content areas, and so the ESL teacher provides as much native language support and materials as possible. The teachers and administration are in constant contact with the ESL teacher to monitor and analyse all test data. ELLs like their non-ELL counterparts in this school are in need of strong support for reading comprehension and writing, and the school is committed to doing so as it is an initiative for the entire student body as well.

According to the NYSESLAT results from the spring, 2010 exam, the patterns across the grades, levels, and modalities are that the ELLs are stronger in Listening and Speaking than in Reading and Writing. The ELL students need continued support in all modalities with emphasis on Reading and Writing strategies, particularly those that target comprehension skills and writing mechanics.

According to the results of the spring 2010 New York State testing, most ELL students are meeting or approaching the standards in English Language Arts and the content areas of math, science, and social studies. Students receive small group instruction in the English Language Arts and the content areas during the school day and in on-going morning and after school programs.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 207 Elizabeth G. Leary					
District:	22	DBN:	22K207	School		332200010207

DEMOGRAPHICS

Grades Served:	Pre-K	v	3	v	7	v	11		
	K	v	4	v	8	v	12		
	1	v	5	v	9		Ungraded	v	
	2	v	6	v	10				

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	32	36	33		95.2	95.3	95.1
Kindergarten	116	148	139				
Grade 1	121	138	150	Student Stability - % of Enrollment:			
Grade 2	125	125	140	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	130	133	127		96.3	97.8	97.5
Grade 4	103	138	143				
Grade 5	129	109	136	Poverty Rate - % of Enrollment:			
Grade 6	120	125	117	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	120	111	116		39.9	48.5	48.5
Grade 8	93	112	105				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		6	9	11
Grade 12	0	0	0				
Ungraded	2	4	1	Recent Immigrants - Total Number:			
Total	1091	1179	1207	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					3	0	2

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	12	9	7	Principal Suspensions	22	52	54
# in Collaborative Team Teaching (CTT) Classes	71	94	105	Superintendent Suspensions	5	5	11
Number all others	41	45	47				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
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:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	68	75	78
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	11	14	10
# receiving ESL services only	32	36	TBD				
# ELLs with IEPs	1	8	TBD	Number of Educational Paraprofessionals	9	7	17

These students are included in the General and Special Education enrollment information above.

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	4	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	58.8	65.3	82.0
				% more than 5 years teaching anywhere	58.8	54.7	65.4
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	81.0	84.0	87.2
American Indian or Alaska Native	0.9	0.6	0.7	% core classes taught by "highly qualified" teachers	100.0	100.0	100.0
Black or African American	30.2	29.7	30.3				
Hispanic or Latino	12.7	12.4	13.6				
Asian or Native Hawaiian/Other Pacific	8.6	9.2	8.8				
White	46.3	46.2	45.7				
Male	52.7	50.5	49.6				
Female	47.3	49.5	50.4				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
						v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native	-	-	-				
Black or African American	v	v					
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	v	v	-				
White	v	v					
Multiracial	-	-	-				
Students with Disabilities	v	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	7	7	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					NR
Overall Score:	40.4	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	8.7	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	9	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	19.4						
<i>(Comprises 60% of the</i>							
Additional Credit:	3.3						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = 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.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf