



**PS 207**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: 10X207**  
**ADDRESS: 3030 GODWIN TERRACE BRONX, NY 10463**  
**TELEPHONE: 718-796-9645**  
**FAX: 718-796-4537**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 207      **SCHOOL NAME:** PS 207

**SCHOOL ADDRESS:** 3030 Godwin Terrace

**SCHOOL TELEPHONE:** 718-796-9645      **FAX:** 718-796-4537

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

**POSITION/TITLE**

**PRINT/TYPE NAME**

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

**PRINCIPAL:** Maria J Rosado

**UFT CHAPTER LEADER:** Paulette Camarinos

**PARENTS' ASSOCIATION PRESIDENT:** Marleny Martinez

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* NA

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 10      **CHILDREN FIRST NETWORK (CFN):** 19

**NETWORK LEADER:** Ben Waxman

**SUPERINTENDENT:** Sonia Menendez

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT 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
Maria J Rosado	*Principal or Designee	
Paulette Camarinos	*UFT Chapter Chairperson or Designee	
Marleny Martinez	*PA/PTA President or Designated Co-President	
Marleny Martinez	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Ileana McGeever	Member/ Educational Asst	
Perla Zorilla	Member/Parent	
Teresa Santana	Member/Teacher	
Alexandra Kravitz	Member/Teacher	
Rosiel DeLeon	Member/Parent	
Yudelka Acevedo	Member/Parent	
	Member/	

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

\* 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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#### **School Description**

##### Vision

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

##### Mission

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

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

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

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

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

- On-going staff development is embedded in our school culture.

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

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

### **SECTION III – Cont'd**

#### **Part B. School Demographics and Accountability Snapshot (SDAS)**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 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.

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CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
School Name:	P.S. 207									
District:	10	DBN:	10X207	School BEDS Code:	321000010207					
DEMOGRAPHICS										
Grades Served:	Pre-K	√	3	7	11					
	K	√	4	8	12					
	1	√	5	9	Ungraded					
	2	√	6	10						
<b>Enrollment</b>					<b>Attendance - % of days students attended :</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10			
Pre-K	18	18	18				TBD			
Kindergarten	139	129	129							
Grade 1	187	150	144							
Grade 2	149	188	144							
Grade 3	0	0	0							
Grade 4	0	0	0							
Grade 5	0	0	0							
Grade 6	0	0	0							
Grade 7	0	0	0							
Grade 8	0	0	0							
Grade 9	0	0	0							
Grade 10	0	0	0							
Grade 11	0	0	0							
Grade 12	0	0	0							
Ungraded	2	1	0							
Total	495	484	435							
					<b>Student Stability - % of Enrollment :</b>					
					(As of June 30)	2007-08	2008-09	2009-10		
						89.7	90.7	TBD		
					<b>Poverty Rate - % of Enrollment:</b>					
					(As of October 31)	2007-08	2008-09	2009-10		
						80.8	80.9	92.9		
					<b>Students in Temporary Housing - Total Number:</b>					
					(As of June 30)	2007-08	2008-09	2009-10		
						20	88	TBD		
					<b>Recent Immigrants - Total Number:</b>					
					(As of October 31)	2007-08	2008-09	2009-10		
						10	14	15		
<b>Special Education Enrollment:</b>					<b>Suspensions (OSYD Reporting) - Total Number:</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10			
# in Self-Contained Classes	43	43	38	Principal Suspensions	0	8	TBD			
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	0	2	TBD			
Number all others	22	22	20							
These students are included in the enrollment information above.					<b>Special High School Programs - Total Number:</b>					
					(As of October 31)	2007-08	2008-09	2009-10		
					CTE Program Participants	0	0	0		
					Early College HS Program Participants	0	0	0		
<b>English Language Learners (ELL) Enrollment:</b>					<b>Number of Staff - Includes all full-time staff:</b>					
(BESIS Survey)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10			
# in Transitional Bilingual Classes	59	75	66	Number of Teachers	39	41	TBD			
# in Dual Lang. Programs	0	0	0							
# receiving ESL services only	64	77	76							

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	0	3	30	Number of Administrators and Other Professionals	9	10	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	4	5	TBD
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
(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	100.0	100.0	TBD
				% more than 2 years teaching in this school	66.7	80.5	TBD
				% more than 5 years teaching anywhere	61.5	70.7	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				<b>% Masters Degree or higher</b>			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED	82.0	83.0	TBD
American Indian or Alaska Native	0.4	0.8	0.7		98.1	100.0	TBD
Black or African American	11.1	10.7	10.8				
Hispanic or Latino	81.0	80.8	78.6				
Asian or Native Hawaiian/Other Pacific Isl.	3.2	2.9	4.1				
White	4.2	4.8	4.4				
Male	55.0	52.7	49.2				
Female	45.0	47.3	50.8				
<b>2009-10 TITLE I STATUS</b>							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:	2008-07	2007-08	2008-09	2009-10			
	√	√	√	√			
<b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
<b>Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:</b>							
	<b>Phase</b>			<b>Category</b>			
	In Good Standing (IGS)	√	Basic	Focused	Comprehensive		
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
<b>Individual Subject/Area AYP Outcomes:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:	√			ELA:			
Math:	√			Math:			
Science:				Graduation Rate:			
<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							
	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			
<b>Student Groups</b>	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
<b>All Students</b>	√	√					
<b>Ethnicity</b>							
American Indian or Alaska Native	-	-					
Black or African American	-	-					
Hispanic or Latino	√sh	√					
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White	-	-					
Multiracial	-	-					
<b>Students with Disabilities</b>							
Limited English Proficient	√sh	√					
Economically Disadvantaged	√	√					
<b>Student groups making AYP in each subject</b>	<b>4</b>	<b>4</b>					
<b>CHILDREN FIRST ACCOUNTABILITY SUMMARY</b>							
<b>Progress Report Results – 2008-09</b>				<b>Quality Review Results – 2008-09</b>			
Overall Letter Grade:				Overall Evaluation:			√
Overall Score:				Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			√
School Environment: (Comprises 15% of the Overall Score)				Quality Statement 2: Plan and Set Goals			√
School Performance: (Comprises 25% of the Overall Score)				Quality Statement 3: Align Instructional Strategy to Goals			√
Student Progress: (Comprises 60% of the Overall Score)				Quality Statement 4: Align Capacity Building to Goals			√
Additional Credit:				Quality Statement 5: Monitor and Revise			√
<b>KEY: AYP STATUS</b>				<b>KEY: QUALITY REVIEW SCORE</b>			
√ = Made AYP				Δ = Underdeveloped			
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
- = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
<b>KEY: PROGRESS REPORT DATA</b>				◊ = Outstanding			
NR = Data Not Reported				NR = No Review Required			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							
<a href="http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf">** http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</a>							

## 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 school's use of resources: last year's school budget, schedule, facility use, class size, etc.

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

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

Based on the Quality Review.....

What the school does well

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

What the school needs to improve

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

Overall Evaluation

This school is proficient.

The principal is determined in her belief that distributive leadership empowers staff to identify the steps necessary for ongoing school improvement. By encouraging teachers to try new classroom strategies and to take part in substantive leadership positions on school committees, she builds effective capacity for professional growth. For example, she required each faculty member to participate in an action research project that

involved collecting data on five students and then implementing subsequent strategies to accelerate progress. The results of these inquiry projects are presented to the entire staff so they can follow the practice too. Teachers are gratified by the collaborative culture that has emerged within the school and, as a result, display a willingness to implement new programs, to seek one another out for advice and to share expertise. The majority of staff, both in-class and out-of-class, feel fully invested in new initiatives and value that they have access to all training and common planning opportunities.

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

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

## 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.

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### **Goal 1: THEME**

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

Through teacher-collaborative processes, a standards-based end-of-the-year examination for first and second grade students has been constructed and will be administered to students.

By June 2011 as measured by the assessment tool final product teachers will develop a standards based criteria tools to measure student growth in theme; science and social studies content areas in K-2.

### **GOAL 2: ELA**

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

**By June 2011, there will be an increase of at least 10% in Level III K-2 students as measured by the DRA tool.**

### **GOAL 3: MATH**

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

**By June 2011, 70% of K-2 students will be able to move at least one level or more in Math based on the Cumulative Math Assessment**

### **GOAL 4: ATTENDANCE**

Our attendance goal for the 2010 -2011 school year will be to reach and possibly exceed an attendance rate of 92%. Based on our 2009 – 2010 attendance average, 91%, this would translate into a 1% or better gain in overall attendance by June 2011.

**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 (where relevant):** \_\_\_\_\_ **Theme** \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><i>Currently, our school uses performance assessments and teacher observations which demonstrate students' abilities to meet state standards and guide next teaching steps. In an effort to document progress in the content areas and assist teachers with better instructional decisions, cumulative grade-wide assessments are needed. As a result, the following annual goal has been constructed:</i></p> <p>Through teacher-collaborative processes, a standards-based end-of-the-year examination for first and second grade students has been constructed and will be administered to students. By June 2011, as measured by the assessment tool final product teachers will develop a standards based criteria tools to measure student growth in theme; science and social studies content areas in K-2.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Teacher teams will build on existing curriculum maps by reviewing NYC/ NYS standards and align content across the theme units of study.</li> <li>• Administer pre &amp; post theme unit assessments to document student evidence of learned material</li> <li>• Continue to implement project based assessments to capture students' learning outcomes of units of study</li> <li>• Develop checklists, criteria and /or rubrics to measure standards based criteria of project based, unit and cumulative assessments.</li> <li>• Use portfolios to collect student work that meet specified standards of units of study</li> <li>• Create record sheets to track and record student growth of relevant performance indicators as per the NYC &amp; NYS standards</li> </ul>

	<ul style="list-style-type: none"> <li>• Review and revise existing cumulative assessment tool that combines the unit assessments and select questions or activities that provide an overall measure of students’ yearlong learning</li> <li>• Teachers will administer the cumulative exam at the end of the year, analyze and review results with the objectives of measuring growth and evidence of overall learning as per the NYC /NYS standards, as well as compare and contrast findings in order to take next steps.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with 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>	<ul style="list-style-type: none"> <li>• Professional development for teachers</li> <li>• Per session or training opportunities to revise curriculum &amp; assessments</li> <li>• Monthly grade meetings to discuss and seek input from staff members</li> <li>• Teacher Teams and Inquiry work reflecting on the process, alignment of assessments and activities on curriculum maps</li> <li>• Title I, Title II and TL Student Funding for resources</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Monthly Meetings with Principal and team members to review progress of constructing and usage of the assessment tools</li> <li>• Assessment Tool Products: checklists, rubrics, assessments and tracking record sheets</li> <li>• Agendas and Attendance of meetings</li> <li>• Implementation and Analysis of the End-of-the-Year Exam to determine next curricular steps</li> </ul>

Subject/Area (where relevant): ELA

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><i>Last year, the literacy team closely monitored students' scores in Literacy, using the Developmental Reading Assessment (DRA) tool and the Early Childhood Literacy Assessment System (ECLAS-2). We reflected on students' rate of progress and our school's use of programs. In an effort to increase literacy success rates at our school, the following annual goal(s) have been established for this school year in an effort to increase literacy success rates at our school.</i></p> <p><b>By June 2011, there will be an increase of at least 10% in Level III K-2 students as measured by the DRA tool.</b></p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Use of the Foundations program daily to develop decoding skills and sight words          Use of Literacy Centers for follow up activities          Effective small group/guided reading instruction lessons          Running records by teachers to inform instructional goals/outcomes          Review of data by teachers to monitor student learning outcomes and revise planning          Effective teacher feedback          Student-student feedback          Student self-monitoring          Use of school-wide assessments as benchmarks, interim screenings, and progress monitoring tools (ECLAS-2)          Student participation in the Extended Day Program to target reading using the Sidewalks and Making Meaning Programs          Use of varying genres within curriculum maps          Incorporation of the Workshop Model for effective instructional routines          Vocabulary &amp; Fluency building exercises          Use of quality questioning techniques by teachers using Bloom's Taxonomy          Use of written student work to demonstrate understanding of texts (journals, reflections, responses, summaries, retells)          Comprehension quizzes/exams, multiple choice, short answers          Accountable Talk (turn &amp; talk, fishbowl, debates, book clubs, use of anchor charts, book buddies, teacher assessment tools to evaluate levels of accountable talk)</p>

	<p>Use of Inquiry Teams to further analyze the relationship between comprehension and response to literature.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with 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>Schedules, training, staffing and resources will be aligned to meet needs and to strengthen program implementation in order to maximize outcomes, Professional Development for classroom teachers and extended day buddies in ELA provided by the Assistant Principal, Literacy Coach, CFN network, and consultants. Inquiry studies on ELA. Funding sources from NYSTL, Title I, ARRA, Title III, TL Fair Funding, will be used for staffing, professional development and resources</p> <p><i>Professional Development for Teaching Staff:</i>      Learning Walks or Walkthroughs-Use teachers who consistently show high percentages of students reaching grade level expectations in DRA across years.      Intra-visitations      Goal Setting-Establishing school-wide routine of developing short term goals consistently as part of the curriculum      Meaningful feedback and purposeful assessments-Analyzing third grade ELA exam results, running records, Developmental Reading Assessments      Differentiated lessons to maximize learning opportunities      Use of consultants, Teacher Center</p>

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

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><i>In an effort to improve instruction and performance for our students, the following annual goal has been created. This goal will help us to continually review student work and align our instructional practices for our students in the area of mathematics year after year.</i></p> <p><b>By June 2011, 70% of K-2 students will be able to move at least one level or more in Math based on the Cumulative Math Assessment</b></p>
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<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Implementation of the NYC Mathematics Comprehensive Math Program using <i>Everyday Mathematics Program</i>, Mclass math interim assessments, school-based problem solving curriculum supplemental packets, math journal (problem of the day &amp; monthly writing topic exercises). The students in the Extended Day Program will receive intervention in math using Extended Day Math Program. Inquiry study in first grade focused on math topics.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with 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>Scheduling the Extended Day for the students for math services. A block of time during the day for the problem-solving activities and for the math workshop. Professional Development for classroom teachers as well as Extended Day buddy teachers for math by the Math coach. A math consultant from NYC Math Project will be scheduled in cycles to work with classroom teachers in Math. Funding sources used: NYSTL, Title I, Title III, TL Fair Funding</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Interim progress monitoring with Mclass, unit tests, problem –solving samples for Portfolios, and the Cumulative Math Assessment administered.</p>

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

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Our attendance goal for the 2010 -2011 school year will be to reach and possibly exceed an attendance rate of 92%. Based on our 2009 – 2010 attendance average, 91%, this would translate into a 1% or better gain in overall attendance by June 2011.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><b>September to June</b></p> <ul style="list-style-type: none"> <li>- The school ‘s attendance team, will meet on a bi-weekly basis. This team will be comprised of the following members: an assistant principal (who serves as the attendance coordinator), the pupil accounting secretary, the Attendance Specialist from our PSO (Center for Educational Innovation), an educational assistant, attendance teacher, parent coordinator and the principal.</li> <li>- The Attendance Specialist will supply technical assistance with regards to the school’s attendance improvement efforts as well as attendance policies, procedures and guidelines.</li> <li>- The Attendance Specialist, in conjunction with the school administration will provide ongoing</li> </ul>

	<p>professional development to members of the staff with regards to all facets of attendance.</p> <ul style="list-style-type: none"> <li>- The entire school community will be constantly involved in our overall attendance improvement efforts. The school will initiate a comprehensive attendance improvement initiative for this school year.</li> <li>- The school's attendance team will work closely with parents and students to deliver services on a proactive basis utilizing a variety of ATS attendance reports to help focus energies and attention where it is needed most.</li> <li>- The school's attendance team in conjunction with the Attendance Specialist and the attendance teacher will monitor attendance on a consistent basis to spot trends in student, class and grade attendance.</li> <li>- When applicable, the attendance team in conjunction with the guidance staff will utilize the services of community based organizations and mental health providers, in an attempt to meet the needs of students and families.</li> <li>- The school's attendance teacher and school aides will supply services, for absenteeism and lateness via calls, letters and home visits (made by the attendance teacher) in a proactive manner to ensure that our overall attendance goal is being met. The Pupil Accounting Secretary will focus on attendance services, i.e. distribution, collection and scanning of attendance rosters, parental notification of absences and lateness by way of phone calls and letters and will also prepare and distribute various ATS attendance related reports. The school will continue to use an auto dialing system to alert parents when a student is absent or late.</li> </ul> <p>Students targeted for intervention and outreach will be identified via ATS reports as well as teacher recommendations and those made by the school's social worker. The target population will include students whose attendance has fallen below the Chancellor's standard, excessive lateness and special situations when they arise.</p> <ul style="list-style-type: none"> <li>- Services will be provided to all students on a fair and equitable basis. Particular attention will be focused on the following categories: students living in temporary housing, students with excessive records of absenteeism and lateness, foster care and students who are overage for their particular grade.</li> <li>- Incentives for attendance achievement will be distributed throughout the school year. Incentive activities will include a parental involvement component and feature awards assemblies, student and class parties as well as trips and special events. Official record of student attendance, RISA, will be included in all report card distribution and during parent/teacher conferences.</li> <li>- The school will develop a comprehensive attendance plan for the 2010 - 2011 school year. This plan will be included in the school's Consolidated Plan and shared with the entire school community and will cover the steps to be taken to ensure that we reach our goal.</li> </ul>
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<p><b>APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT</b>  <b>Budget, Staffing/Training, and Schedule</b>  <b>APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)</b>          Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.  <b>APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS</b></p>	<p>Based on the budgetary allocations for the upcoming school year, the school will utilize the services of the attendance teacher to provide outreach services in the evening and possibly the weekends.</p> <ul style="list-style-type: none"> <li>- Based on availability, funds will be made available to purchase educationally oriented incentives to acknowledge individual and class attendance achievements.</li> <li>- Funds earmarked for PSO services (CEI-PEA), will support staff professional development and attendance improvement services.</li> </ul>
<p><b>APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)</b>  <b>Accomplishment</b>          Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>more will require a weekly review of a variety of ATS attendance reports. These reports will include, but not be limited to DOE COGNOS statistics, RDAL, RSAL, RGST, RCUA, and the R4RR (407). Additional reports and information will also be utilized in this effort. All services will be documented in logs and in the ILOG ATS system.</p> <ul style="list-style-type: none"> <li>- The school’s attendance plan is considered to be a living document and will be reviewed, revised and adjusted on a continuous basis throughout the school year.</li> </ul>

**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), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also 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 – SED REQUIREMENT FOR ALL SCHOOLS**

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

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

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

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

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A		4	6	
1	50	40	N/A	N/A			10	4
2	40	25	N/A	N/A			8	1
3			N/A	N/A				
4								
5								
6								
7								
8								
9								
10								
11								
12								

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

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

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

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<b>Small group instruction and one to one using Sidewalks and Making Meaning Reading Program (4x a week)</b>
<b>Mathematics:</b>	<b>Small group instruction and one to one using Extended Day Math and Exploring Math for the first and second graders ( 4x a week).</b>
<b>Science:</b>	
<b>Social Studies:</b>	
<b>At-risk Services Provided by the Guidance Counselor:</b>	<b>Only mandated services: 8 students</b>
<b>At-risk Services Provided by the School Psychologist:</b>	<b>4 students for social and emotional strategies as well as Children in crisis – observation in classrooms to analyze behaviors and provide assistance in creating behavioral action plans for students.</b>
<b>At-risk Services Provided by the Social Worker:</b>	<b>6 Kg, 10 first graders and 8 second graders: small group and one to one sessions are provided for the students depending on the need.</b>
<b>At-risk Health-related Services:</b>	<b>Follow IEP mandates for identified students PreK-1 vision and hearing screening by Department of Health &amp; by school in grade 2 for new admits.</b>

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

*NCLB/SED requirement for all schools*

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

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**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) PreK-2      Number of Students to be Served: 190 LEP 242 Non-LEP

Number of Teachers 35      Other Staff (Specify) EAs 7

**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.

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

#### Parent Involvement:

With respect to parent involvement we have a native language Family Literacy Program in Spanish and in English that has various components. The goal is to integrate parents into the learning experience of their children. There is a need to create a connection between the instructional goals of the school and the home experience. Often times, parents are not able to assist because of language barriers as well a lack of knowledge of the school's expectations. Parents are taught basic literacy skills to be able to assist their children in a multi-faceted fashion. Instructional focus would vary by grade level but would remain literacy based. The expectation is to strengthen their language skills in order to be able to facilitate the learning of their children. Coupled with this is a technology piece that can further enhance the curriculum and provide options for learning experiences. Parents are also shown websites they can access from home to reinforce basic skills.

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

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

meeting the State ESL standards and NYSESLAT strategies. Dr. Dubetz will be with us from the 2nd week of January to the end of March for a total of 20 sessions.

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

**Section III. Title III Budget**

School: PS 207 BEDS Code: 3214010207

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	(e.g., \$9,978) \$14,014 Per session -\$11,500 Per diem -\$2514	<b>(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)</b> <b>After school program to support ELLs. In addition, 10 days of per diem for bilingual/ESL teacher PD and/or conference/professional development</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts.	(e.g., \$5,000) \$ 2800	<b>(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)</b> <b>Dr Dubetz working with teachers on staff development; differentiation and curriculum.</b>
<b>Supplies and materials</b>	(e.g., \$500)	<b>(Example: 1 Books on Tape, Cassette Recorders, Headphones,</b>

<ul style="list-style-type: none"> <li>- Must be supplemental.</li> <li>- Additional curricula, instructional materials. Must be clearly listed.</li> </ul>	\$8,408	<b>Book Bins, Leveled Books)</b> <b>Literature books (native language and/or English) , Shared reading books (native language and/or English), and math and/ or theme support materials.</b>
<b>Educational Software (Object Code 199)</b>	(e.g., \$2,000) \$0	<b>(Example: 2 Rosetta Stone language development software packages for after-school program)</b>
<b>Travel</b>	\$0	
<b>Other: Parental Involvement</b>	\$2802	Teacher per session to support parent workshops in native language, students' academic support and ESL.
<b>TOTAL</b>	\$28,024	

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

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

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

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

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.  
It is assessed through the results of the Home Language Survey, needs assessment survey administered to parents, interest inventories administered to parents as well as feedback from parent workshops, oral interviews, on site registration, ESL and bilingual staff assessment of parents at point of entry and on-going articulation.
2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

The findings are reported during Parent Orientations, PA Executive Board Meetings, Parent Association Meetings, School events when additional information is required, as well as Bulletin Boards and during Registration. We find that using different media for communication increases parent involvement in school related activities.

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

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.  
Based on the above, the staff at PS 207 will provide the written translation services needed. If a need arises where we do not have the personnel, with the language of need, we will contact the ISC parent center for their assistance. We will also use the letters translated for general notices from the NYCDOE website. School notices and letters to parents are sent home in more than one language. School calendars go home on a monthly basis in more than one language. Letters to parents and notices will notify them of upcoming events. They will be able to notify the office, staff, classroom teachers or administration if there's a need for the services required. The school phone messenger also helps support parents who speak other languages, in their native language. Through SLT and parent meetings when areas of concern are expressed our Parent Coordinator works with Administration and staff to find the support needed. We have also added a new automated phone messenger system which is scheduled to run on a daily basis for both attendance issues and events. The new messenger system automatically translated the message to the language identified on ATS as the family's home language.
2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

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

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

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

## 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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$365,911	\$142,719	\$508,630
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3,659	\$1,427	\$5,086
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$18,296	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$36,591	*	

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 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

**Explanation – School Parental Involvement Policy:** 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

### **PS 207 Title I Parental Involvement Policy**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore PS 207, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]*, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. PS 207's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Advisory Council, as trained volunteers and welcomed members of our school community.

PS 207 will support parents and families of Title I students by:

풀책 providing a copy of the Parent Involvement Policy at the parent teacher conferences. The compact outlines how teachers, students and parents will become partners in improving achievement.

풀책 providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);

풀책 providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children.

풀책 providing parents with opportunities to attend and participate in monthly workshops which offer a variety of topics to assist them in parenting skills that help foster the development of their child.

풀책 fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;

풀책 providing assistance to parents in understanding City, State and Federal standards and assessments;

풀책 sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

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

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

In developing the PS 207 Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, PS 207 will:

풀책 actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

풀책 review the parent involvement Policy each year with the School Leadership Team and Parent Association;

풀책 engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

풀책 ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

풀책 support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

풀책 maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);

풀책 conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

풀책 provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)

풀책 host the required Title I Parent Annual Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

풀책 schedule additional parent meetings (e.g., quarterly meetings, with flexible times, for working parents with diverse work schedules such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions for school improvement;

풀책 translate all critical school documents and provide interpretation during meetings and events as needed; and

풀책 conduct parent events where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help.

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

풀책 holding an annual Title I Parent Curriculum Orientation

풀책 hosting educational family events/activities during Open School Week and throughout the school year;

풀책 encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title

I Parent Advisory Council;  
 풀책 supporting or hosting OFEA District Family Day events;  
 풀책 establishing a Parent Resource Center or lending library; instructional materials for parents.  
 풀책 *hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;*  
 풀책 encouraging more parents to become trained school volunteers;  
 풀책 encouraging parents to participate in school community and service learning projects based on the needs of the community;  
 풀책 providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;  
 풀책 developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress; and  
 풀책 providing school parent handbook and teacher homework packets for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;  
 풀책 discussing barriers to parental participation such as childcare, transportation and parent support

**Explanation – School-Parent Compact:** 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

풀책 schedule additional parent meetings (e.g., quarterly meetings, with flexible times, for working parents with diverse work schedules such as meetings in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions for school improvement;  
 풀책 translate all critical school documents and provide interpretation during meetings and events as needed; and  
 풀책 conduct parent events where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help.

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

풀책 holding an annual Title I Parent Curriculum Orientation  
 풀책 hosting educational family events/activities during Open School Week and throughout the school year;  
 풀책 encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council;  
 풀책 supporting or hosting OFEA District Family Day events;

풀책 establishing a Parent Resource Center or lending library; instructional materials for parents.

풀책 *hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;*

풀책 encouraging more parents to become trained school volunteers;

풀책 encouraging parents to participate in school community and service learning projects based on the needs of the community;

풀책 providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;

풀책 developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress; and

풀책 providing school parent handbook and teacher homework packets for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

풀책 discussing barriers to parental participation such as childcare, transportation and parent support.

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

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

### **P.S. 207 SCHOOL-PARENT COMPACT**

**2010-2011**

The P.S. 207X and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this Compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This School-Parent Compact is in effect during school year 2010-2011

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

**School Responsibilities: The P.S. 207X will:**

- **provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**
- **hold parent-teacher conferences (at least two times a year) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: November and March**
- **provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:  
School Report Card, Progress Report, Portfolios**

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

**Parent Responsibilities:**

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

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

**PART II OPTIONAL ADDITIONAL PROVISIONS: STUDENT RESPONSIBILITIES**

**Second Grade Council will be created during the school year 2005-2006. Ideas gathered from this year’s second grade students.**

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

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

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

**The P.S. 207X will:**

- involved parents in the planning, review, and improvement of the school’s parental involvement policy, in an organized, ongoing, and timely way; (Parent Executive Committee and Monthly PA meetings)

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

#### **OPTIONAL SCHOOL RESPONSIBILITIES**

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

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

### **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.

Refer to Section IV,

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
  - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
  - o Help provide an enriched and accelerated curriculum.
  - o Meet the educational needs of historically underserved populations.
  - 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.
  - o Are consistent with and are designed to implement State and local improvement, if any.

Refer to Section III, V, and VI and appendices

3. Instruction by highly qualified staff.

Refer to section IV, V and appendices

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards. Teachers take a lead role in improving curriculum and instruction as they design curriculum maps and assessment tools. Feedback from faculty members is elicited frequently and used to address their needs. The inquiry work by teams and amongst the grade as well as out of classroom personnel. This distributive leadership model has assisted us with retaining highly qualified teachers.

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

Refer to section IV, V and appendices

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

Refer to section IV, V and appendices

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

School representatives visit neighborhood pre-k programs in the spring to offer families comprehensive information about our school. In the spring, pre-k classes visit our kindergarten classes to acclimate young children to a change in the environment. Once the school year has begun for our new kindergarten students, parents receive an orientation so that they can familiarize themselves with school routines

and practice them with children at home. Teachers are encouraged to discuss transitions and feelings through read aloud books. In addition, support staff organizes assemblies and visit classrooms to support students with this transition.

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

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

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

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

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

Parent workshops and school assemblies assist our school with addressing these areas. Our conflict resolution teacher and school social worker work with student council and peer mediators to get this information out to parents and students. The staff also dedicates time to character education infused in the curriculum as well as monthly assemblies to support our work that is applicable to our student population.. Five staff members are trained in Life Space Crisis Intervention, two of which are administrators.

## **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 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,</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of
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**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.

**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.

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			\$307,365		
Title I, Part A (ARRA)	Federal	✓			\$141,292		
Title II, Part A	Federal	✓			\$254,071		
Title III, Part A	Federal	✓			Allocation not in yet. Refer back later.		
Title IV	Federal			✓			
IDEA	Federal			✓			
Tax Levy	Local	✓			\$2,321,912		

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

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

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

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

## **APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING**

*This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.*

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

### **Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

### **Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring**

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

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School Under Registration Review (SURR)

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

*All SURR schools must complete this appendix.*

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

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

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

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

## **APPENDIX 7: 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/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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

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

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

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

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

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. 207						
<b>District:</b>	10	<b>DBN:</b>	10X207	<b>School</b>		321000010207	

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<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	18	18	17				NR
Kindergarten	129	129	118				
Grade 1	150	144	153				
Grade 2	186	144	140				
Grade 3	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 4	0	0	0		89.7	90.7	88.2
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 8	0	0	0		80.8	92.9	85.6
Grade 9	0	0	0				
Grade 10	0	0	0				
Grade 11	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 12	0	0	0		20	86	68
Ungraded	1	0	2				
Total	484	435	430	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					10	14	15

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<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	43	38	46	Principal Suspensions	0	8	1
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	0	2	1
Number all others	22	20	12				

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Special High School Programs - Total Number:</b>			
<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	75	66	TBD	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0

<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# receiving ESL services only	77	76	TBD
# ELLs with IEPs	3	30	TBD
Number of Teachers	39	41	38
Number of Administrators and Other Professionals	9	10	9
Number of Educational Paraprofessionals	4	5	8

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	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	66.7	80.5	89.5
				% more than 5 years teaching anywhere	61.5	70.7	68.4
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	82.0	83.0	94.7
American Indian or Alaska Native	0.8	0.7	0.9	% core classes taught by "highly qualified" teachers	98.1	100.0	98.2
Black or African American	10.7	10.8	10.0				
Hispanic or Latino	80.8	78.6	80.5				
Asian or Native Hawaiian/Other Pacific	2.9	4.1	3.5				
White	4.8	4.4	4.9				
<b>Male</b>	52.7	49.2	50.7				
<b>Female</b>	47.3	50.8	49.3				

#### 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	v	v

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
-----------------------------	--	---------	--	--	--	--	--

#### 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:		Graduation Rate:

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

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

American Indian or Alaska Native	-	-					
Black or African American	-	-					
Hispanic or Latino	vsh	v					
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White	-	-					
Multiracial	-	-					
Students with Disabilities	-	-					
Limited English Proficient	vsh	v					
Economically Disadvantaged	v	v					
<b>Student groups making</b>	<b>4</b>	<b>4</b>					

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	C	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	27.9	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	8.1	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	4.6	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	9.2						
<i>(Comprises 60% of the</i>							
Additional Credit:	6						

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
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](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**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 <b>Network 534</b>	District <b>10</b>	School Number <b>207</b>	School Name <b>P.S. 207</b>
Principal <b>Maria J. Rosado</b>		Assistant Principal <b>Leigh Betancourt</b>	
Coach <b>Diane Carrero, Literacy</b>		Coach <b>Mary Hehir, Math</b>	
Teacher/Subject Area <b>Jong Suk Pressey, ESL Teacher</b>		Guidance Counselor <b>Ruth Torres, Social Worker</b>	
Teacher/Subject Area <b>Teresa Santana, Bilingual</b>		Parent	
Teacher/Subject Area <b>Maria Garcia, 1-SE Bilingual</b>		Parent Coordinator <b>Alex Rodriguez</b>	
Related Service Provider <b>Carmen Arias, B-Speech</b>		Other	
Network Leader <b>Ben Waxman</b>		Other	

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

### C. School Demographics

Total Number of Students in School	<b>426</b>	Total Number of ELLs	<b>190</b>	ELLs as Share of Total Student Population (%)	<b>44.60%</b>
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## Part II: ELL Identification Process

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

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
- 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.
- 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 [\[see tool kit\]](#).)
- 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.

Paste response to questions 1-6 here

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

The ESL teacher is responsible for planning and organizing the Kindergarten Parents' Orientation to inform them about their choices. Informational letters outlining this process are created in as many native languages as necessary based on the demographic information. We make arrangements for the parents to come by for the orientation explaining their child's rights to the program and the purpose of the orientation. We provide the necessary translators to make sure they understand what program they are signing up for and to answer any questions they may have. After viewing the video which explains all of the program choices in their native language, the parents will fill out and sign the Parent Survey and Choice form in their native language. These forms are filled out on site to ensure that there is proper documentation on file for every English Language Learner. There is also a period of questions and answers to ensure parent's understand the options being offered to them for their children. ESL teacher also calls parents in via U.S. mail as well as through phone calls and sets up appointments that accommodate parent schedules so this process can be expedited. These forms upon completion, are secured and kept on file. The child is placed in a TBE or a monolingual class with ESL services, according to the choice of program the parent has opted for. Our school does not offer a Dual Language Program and this is clearly articulated to any parents who may choose this option. If this is the parental choice, then we assist in helping the parent find a Dual Language Program in another school.

Once students are placed in their respective classes for the school year, the parents of all English Language Learners will receive a placement letter if they are new to the NYC public school system or a Non-Entitlement letter, if they passed the LAB-R. ELL students who took the NYSESLAT exam will receive a letter stating whether they will receive Bilingual and/or ESL service or not depending on their test score. ELL students who are placed in the monolingual class at parental request will also receive a letter indicating that these students will receive ESL services by Mrs. Pressey, ESL teacher.

Once they are identified as an ELL student from the RLAT and RNMR reports generated from ATS, parents of those students will receive notice of the continuum service of ESL while attending our school or until the student has tested out from the NYSESLAT. Parents of children who test out will receive Non-Entitlement Letters. NYSESLAT scores will indicate what level the student is at and whether he/she is proficient as a beginner, intermediate or advanced ELL. The NYSESLAT score also shows which area a student is deficient and strong in. These scores are then converted into a scale score using the NYSESLAT raw score conversion chart to see in which area they need additional attention.

Parent choice forms are looked at closely. In noticing trends, our school seems split with Parental Choice for 2009-2010 at 86 parents opting for ESL services and 80 opting for Transitional Bilingual Education. For the 2010-2011 school year Parental Choice is 35 parents that opted for ESL services and 23 parents that opted for Transitional Bilingual Education. With respect to trends this year, ESL is once again our program of choice. Our program models are closely aligned with parent requests. As needs arise, we intend on continuing to accommodate parent choice. Parental choice is honored 100% of the time.

### 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	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>	15	41	32	0	0	0	0	0	0	0	0	0	0	88
<b>Dual Language</b> <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Push-In</b>	27	49	26	0	0	0	0	0	0	0	0	0	0	102
<b>Total</b>	42	90	58	0	0	0	0	0	0	0	0	0	0	190

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	190	Newcomers (ELLs receiving service 0-3 years)	186	Special Education	27
SIFE	0	ELLs receiving service 4-6 years	4	Long-Term (completed 6 years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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	61	0	27	0	0	0	0	0	0	61
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	94	0	8	0	0	0	0	0	0	94
<b>Total</b>	<b>155</b>	<b>0</b>	<b>35</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>155</b>

Number of ELLs in a TBE program who are in alternate placement:

### 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	38	85	54	0	0	0	0	0	0	0	0	0	0	177
Chinese	3	1	2	0	0	0	0	0	0	0	0	0	0	6
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	1	1	0	0	0	0	0	0	0	0	0	0	2
Arabic	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Yiddish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	2	0	0	0	0	0	0	0	0	0	0	2
<b>TOTAL</b>	<b>42</b>	<b>88</b>	<b>60</b>	<b>0</b>	<b>190</b>									

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

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

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): 0

Number of third language speakers: 0

Ethnic breakdown of EPs (Number):		
African-American: <u>0</u>	Asian: <u>0</u>	Hispanic/Latino: <u>0</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>0</u>	Other: <u>0</u>

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	38	85	54	0	0	0	0	0	0	0	0	0	0	177
Chinese	3	1	2	0	0	0	0	0	0	0	0	0	0	6
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	1	1	0	0	0	0	0	0	0	0	0	0	2
Arabic	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Other	0	0	2	0	0	0	0	0	0	0	0	0	0	2
<b>TOTAL</b>	<b>42</b>	<b>88</b>	<b>60</b>	<b>0</b>	<b>190</b>									

## 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.

There are three bilingual, regular education classes and two bilingual special education classes. We have an ESL push-in and pull out program for students in grades K-2. The mandated number of instructional minutes is prescribed homogeneously based on proficiency levels. Beginning and intermediate students receive 360 minutes weekly of ESL instruction using ESL methodologies (CALLA and TPR) utilizing a differentiated approach. Lessons are differentiated according to product, process or content and focus on different modalities based on the

learning style of the child. Differentiated modalities would touch upon one or all of the following: kinesthetic, tactile, auditory or visual learning styles. The advanced and transitional students receive a minimum of 180 minutes in ESL instruction using ESL methodologies. Teachers with students in the monolingual and bilingual classrooms implement the literacy and math frameworks in their classrooms. These models allow teachers to work with students on an individual basis, in small group instruction, and on whole class lessons. The teachers use literature where illustrations match the text. In the content area the teacher uses inquiry and project-based learning activities. These require using hands-on manipulatives to build comprehension of English Language Learners, and their monolingual peers. Learning activities are planned to scaffold the students' learning from previously mastered material to new concepts. The needs of the ELL's are addressed in the school by giving them equality and equity in all school activities and also providing services that meet their needs. There are currently CHECK THIS two licensed ESL teachers in the school who provide services for the ELL's in the monolingual classes. The bilingual classroom teachers possess Bilingual certification in order to service their population of English Language Learners. Bilingual and ESL teachers also have common preps to plan, receive staff development, and discuss issues that may affect, specifically, the ELL population. There are preps and lunch periods given throughout the week that allow the teachers to plan with each of the grades (monolingual counterparts) represented in their classroom. We have presently two teachers with ESL licenses in the school building.

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

Our English Language Learners participate in our Extended Day Morning Program where the instructional focus rotates between reading and mathematics. In addition, they receive targeted intervention through small group instruction in reading and math. English Language Learners are also part of our After School program where the instructional focus is literacy based. English Language Learners that have reached proficiency on the NYSESLAT will receive transitional support of one additional period of ESL instruction from our ESL teacher. English Language Learners in our school are afforded the same opportunities as any other child in our school. In addition to being a part of our After School Literacy Program, we also have a Dance Club underway and a school chorus. Our ELL population is very much a part of these activities as well.

We (administration and coaches) will continue to plan differentiated staff development based on staff needs, mandates, learning walks, observations, teaching artists, consultant and Network feedback. We will continue the process of assessing our staff development through cabinet meetings, discussions with coaches and consultants, teacher surveys, teacher feedback, conducting walkthroughs, learning walks, and examining students' work in portfolios, folders and notebooks as well as assessments. The outcomes of the aforementioned resulted in bringing forth the need to plan staff development that focused on lesson planning, fortifying conferring, using conference notes to plan instruction, using student assessment results to drive instruction, concept development within the content areas, creating academic rigor in the thinking curriculum, using the NYC Standards, NYS Standards, and ESL Standards and the teachers' perception of moving from sub-standard work to standard meeting work.

Last year we worked closely with Dr. Nancy Dubetz in assisting the bilingual teachers plan language and content objectives for their students, strengthening the alignment of language allocation across the grades and helping the teachers use native language to support second language instruction for their students. Dr. Dubetz is an expert in ESL methodology and has published nationally. Dr. Dubetz provided support in two ways: (1) monthly meetings with the bilingual teachers and (2) co-planning and co-teaching lessons with the teachers. During monthly meetings, Dr. Dubetz would share resources, and lead a discussion around a specific topic related to ESL/Bilingual instruction. In the beginning of the year, the focus was on how to clearly separate the language of instruction using the allocation plan described above. A specific goal of these discussions was to generate a set of strategies that teachers used to make explicit connections between the content of their NLA instruction and that of their ELA instruction in order to facilitate children's transition to English and bi-literacy development. The focus shifted to sheltered instruction in English during the literacy and math blocks. The teachers learned how to develop language and content goals during planning, and explored strategies for: building background knowledge, developing content vocabulary, differentiating instruction to accommodate academic and linguistic differences; promoting interaction among students, scaffolding content and tasks in ways appropriate to the linguistic levels of the students providing comprehensible input during instruction, and assessing learning through two languages. She also used the coaching model to co-teach with the teachers. To put into practice the strategies discussed in these meetings, Dr. Dubetz began working directly with individual teachers to observe lessons, and co-plan and co-teacher lessons with each of the bilingual teachers. These lessons included sheltered lessons in math, reading, and writing in English.

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

Our Parent Association is currently underway planning activities to bring guest speakers from the community to present topics of interest to the parents, carry out fundraisers, and hold meetings to increase parent involvement by informing parents about school life at PS 207 and recruiting them as PA members or school volunteers. The PA will also be sending out a monthly calendar alerting parents of school and parent activities. The PA also has a bulletin board where pertinent information and special events will be posted. The school sends out a monthly calendar and notices discussing upcoming events and curriculum activities during the month.

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

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

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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

**Native Language Arts and Native Language Support**

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.



25%	Dual Language		
100%			
75%	Freestanding ESL		
50%			
25%	Freestanding ESL		
100%			
75%	Freestanding ESL		
50%			
25%	Freestanding ESL		
TIME			

## 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?

With respect to ELL subgroups, we differentiate instruction in various ways. We differentiate with respect to language proficiency, content, process and product. We also take a child's learning style into consideration when planning instruction. The child is seen as an individual and the goal is always to deliver standards based curriculum to move the child along the continuum where language and learning is concerned. Supports are in place to foster the learning process. These children are assessed regularly and benchmarks are closely reviewed to be able to measure growth and plan for their instruction. Articulation occurs on an ongoing basis with our ESL teacher and classroom teachers. Any student with an IEP that indicates that ESL services are needed receive their prescribed minutes by the ESL teacher. Students with IEP's in Bilingual classes receive mandated services from their bilingual licensed classroom teacher. We currently have two Bilingual special needs classes. Once again communication between ESL teacher and the classroom teacher is ongoing and goals are updated as needed. Instructional focus remains unique to that child. This year, all classroom teachers have created Learner Profile Cards on every student in order to be able to plan differentiated activities that will support instruction. In addition, there is a focus on questioning techniques and

higher order thinking skills based on Bloom's Taxonomy. With respect to technology, we have been able to provide a Smartboard in almost every classroom. Training in utilizing the Smartboard in the classroom is ongoing. In addition, every classroom was given a document camera to utilize during classroom instruction as well.

### 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)?

OUR SCHOOL DOES NOT OFFER A DUAL LANGUAGE PROGRAM.

### 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.

We (administration and coaches) will continue to plan differentiated staff development based on staff needs, mandates, learning walks, observations, consultant and Network feedback. We will continue to use the information gathered from the goals and objectives collected from the teachers in the fall, as well as the one-to-one conferences held with individual teachers' mid-year and end of the year, to plan staff development. We will continue the process of assessing our staff development through cabinet meetings, discussions with coaches and consultants, teacher surveys, teacher feedback, conducting walkthroughs, learning walks, and taking an in depth look at student work on a regular basis. The outcomes of the aforementioned will determine next steps in the planning of staff development that focuses on lesson planning, fortifying conferring, using conference notes to plan instruction, using student assessment results to drive instruction, concept development within the content areas, creating academic rigor in the thinking curriculum, using the CCSS, and the teachers' perception of moving from sub-standard work to standard meeting work.

We continue to work closely with Dr. Nancy Dubetz in assisting the bilingual and ESL teachers to plan language and content objectives for their students, strengthen the alignment of language allocation across the grades and help the teachers use native language to support second language instruction for their students. Dr. Dubetz is an expert in ESL methodology and has published nationally. Dr. Dubetz will provide support in three ways: (1) monthly meetings with the bilingual teachers, (2) co-planning and co-teaching lessons with the teachers and (3) coaching in the classroom. During monthly meetings, Dr. Dubetz would share resources and lead a discussion around a specific topic related to bilingual/ESL instruction. In the beginning of the year, the focus will be on how to clearly separate the language of instruction using the language allocation plan described above. A specific goal of these discussions was to generate a set of strategies that teachers used to make explicit connections between the content of their NLA instruction and that of their ELA instruction in order to facilitate children's transition to English and bi-literacy development. Beginning in January, the focus should shift to sheltered instruction in English during the literacy and math blocks. The teachers learned how to develop language and content goals during planning, and explored strategies for: building background knowledge, developing content vocabulary, differentiating instruction to accommodate academic and linguistic differences; promoting interaction among students, scaffolding content and tasks in ways appropriate to the linguistic levels of the students providing comprehensible input during instruction, and assessing learning through two languages. She also used the coaching model to co-teach with the teachers. To put into practice the strategies discussed in these meetings, Dr. Dubetz began working directly with individual teachers to observe lessons, co-plan and co-teach lessons with each of the bilingual teachers in April. These lessons include sheltered lessons in math, reading, and writing in English. In the coming year, Dr. Dubetz will continue working to ensure a seamless transition in the staff development that will be provided so that the teachers will continue to build on the work accomplished this year. Coaching will be an important component of the staff development with Dr. Dubetz that will be highly emphasized. In their evaluation of the staff development which they received from Dr. Dubetz, teachers found that what they learned could be applied across all their instruction and they requested that there be more opportunities to apply the strategies they learn by increasing the coaching component of the staff development for the coming year. In addition, Dr. Dubetz provided some staff development for monolingual teachers who worked with the ELLs but did not have as much experience or training as bilingual and/or ESL teachers. This work will be ongoing this year and will be applied towards our mandated 7.5 Jose P. hours.

This year the ESL Teacher, Literacy and Math Coach will continue to receive training at the CFN Network Level, on working with ELLs. They will use the knowledge acquired to support teachers with the instruction of ELLs, turnkey for other teachers and plan professional development.

### 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?

Our school has a Parent Coordinator who is bilingual and is working closely with the parents to provide them support and recommend resources. He is also planning professional development for the parents based on needs, interest and students' educational support. He also makes sure that all materials are translated for the parents. In addition, he is always available to handle parent concerns on an ongoing basis.

The Parent Association in the school has taken a very active role. Some of the members were from this year's PA, and took a very active part in our school life during the year. Jointly, we planned activities to bring guest speakers from the community to present topics of interest to the parents, carry out fundraisers, and hold meetings to increase parent involvement by informing parents about school life at PS 207 and recruiting them as school volunteers. The PA also sends out a monthly calendar alerting parents of school and parent activities. The PA has a bulletin board where pertinent information and special events will be posted. The school sends out a monthly calendar and notices discussing upcoming events and curriculum activities during the month.

School Leadership Team Meetings are another opportunity for parents to be an integral part of our school community. These meetings provide the forum to learn and make decisions on curriculum that will best support both the students and the family. They also play an essential role in providing input, feedback and help us problem-solve ways to increase our parent involvement at the school. The majority of SLT staff members are bilingual enabling translation for the parents who participate and do not speak English.

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

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

## 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)	17	64	20	0	0	0	0	0	0	0	0	0	0	101
Intermediate(I)	8	17	25	0	0	0	0	0	0	0	0	0	0	50

Advanced (A)	17	7	15	0	0	0	0	0	0	0	0	0	0	39
Total	42	88	60	0	0	0	0	0	0	0	0	0	0	190

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	0	11	4	0	0	0	0	0	0	0	0	0	0
	I	0	21	13	0	0	0	0	0	0	0	0	0	0
	A	0	29	30	0	0	0	0	0	0	0	0	0	0
	P	0	15	7	0	0	0	0	0	0	0	0	0	0
READING/ WRITING	B	0	59	13	0	0	0	0	0	0	0	0	0	0
	I	0	14	22	0	0	0	0	0	0	0	0	0	0
	A	0	3	9	0	0	0	0	0	0	0	0	0	0
	P	0	0	10	0	0	0	0	0	0	0	0	0	0

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

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

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

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

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

New York State Regents Exam					
	Number of ELLs Taking Test		Number of ELLs Passing Test		
	English	Native Language	English	Native Language	
Comprehensive English	0	0	0	0	
Math	0	0	0	0	
Math	0	0	0	0	
Biology	0	0	0	0	
Chemistry	0	0	0	0	
Earth Science	0	0	0	0	
Living Environment	0	0	0	0	
Physics	0	0	0	0	
Global History and Geography	0	0	0	0	
US History and Government	0	0	0	0	
Foreign Language	0	0	0	0	
Other	0	0	0	0	
Other	0	0	0	0	
NYSAA ELA	0	0	0	0	
NYSAA Mathematics	0	0	0	0	
NYSAA Social Studies	0	0	0	0	
NYSAA Science	0	0	0	0	

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

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

1. 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.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. 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?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Teachers of ELL’s are currently testing their children in EDL, DRA, ECLAS2 and ELSOL .With respect to data patterns across proficiency levels, 53% of our total ELL population is at the beginning level, 26% of our total ELL population is on the Intermediate level and 21% of our total population is on the Advanced level. The grade with the lowest number of ELL’s is the second grade which tells us that we are moving in a positive direction and high numbers of children are testing out after grade one administration of the NYSESLAT. Our overall number of ELLs in K is 42 and we have 88 ELL’s in grade 1. In grade 2, we have 60 ELLs. This will impact instructional decisions as we need more intense support specifically in grades K and 1. The data also shows that 45% of our school is advanced in Listening/Speaking and 55% is at the beginning level in the Reading/Writing component. In addition to their prescribed number of mandated minutes in ESL instruction, ELL students will be part of our Extended Day Program, our Literacy based after school program, Guided Reading and Enrichment Clubs such as our Dance Club and Chorus Club. There is also a focus on Differentiation of Instruction and higher order questioning skills with reference to Bloom’s Taxonomy utilizing ESL methodologies as well as small group instruction in the classrooms.

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

**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		10/25/10
	Assistant Principal		10/25/10
	Parent Coordinator		10/25/10
	ESL Teacher		10/25/10
	Parent		10/25/10
	Teacher/Subject Area		10/25/10
	Teacher/Subject Area		10/25/10
	Coach		10/25/10
	Coach		10/25/10
	Guidance Counselor		
	Network Leader		10/25/10
	Other <u>Social Worker</u>		10/25/10
	Other		
	Other		
	Other		