



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME :** \_P.S. 207 \_THE ELIZABETH G. LEARY SCHOOL

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** \_22/k/207

**PRINCIPAL:** \_\_MARY BOSCO      **EMAIL:** MBOSCO@SCHOOLS.NYC.GOV\_

**SUPERINTENDENT:** LINDA WAITE\_\_\_\_\_

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE\*\*\*\***

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

**Directions:**

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Mary Bosco	*Principal or Designee	
Terri Contursi	Assistant Principals	
Teresa Kepertis		
Noreen Steffens		
Fern Carriero	*UFT Chapter Leader or Designee	
Donna Tsentzelis	*PA/PTA President or Designated Co-President	
Rita Troiso		
Catherine Sullivan, R.N.	DC 37 Representative, if applicable	
Kristen Izzo	Member/teacher	
Deborah Getman	Member/teacher	
Regina Drago	Member/teacher	
Elizabeth Wojtal	Member/SLT chairperson	
Celeste Kurland	Member/parent	
Wendy Parlanti	Member/parent	
Gena Spinelli	Member/parent	
Margie Szpicek	Member/parent	
Marion Karabay	Member/parent	
Dorothy Ditoro	Member/parent	
Garcia Daley	Member/parent	

## **DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION**

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

## ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #1**

- **By June 2012, 83% of all students' yearly ELA progress in grades 6-8 will increase as measured by a variety of assessments including Teachers College, Reading Indicator (RAI), teacher created tests, ITA and predictive exams and the New York State ELA exam.**

### **Comprehensive needs assessment**

- **Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards:**

Based on the Comprehensive Needs Assessment and the past two year's ELA results, it was determined that the progress of our students in grades 6-8 is lagging as compared to our students in grades K-5. As a result, we have made progress for our 6-8 students a priority goal for this school year.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

#### **A) Strategies/activities that encompass the needs of identified student subgroup**

- Balanced literacy implemented through the Reading Workshop and Writing Workshop model.
- Small group strategy and skills instruction and guided reading instruction in literacy which will be based on assessment data (both formal and informal).
- Middle School students are further challenged to read more difficult texts. Students will study authors and playwrights such as Edgar Allan Poe and William Shakespeare in addition to reading a great deal of non-fiction.
- Middle School students are provided with extended time for literacy through a 90 minute daily literacy block and an additional period of literacy intervention/enrichment three days a week.
- Teachers will develop reading and writing goals with each student. These goals will be shared with parents and will be modified throughout the year.
- Teachers conduct an item analysis on the results of the State ELA tests from 2011 and create questions based on this

analysis. These types of questions are embedded into the daily literacy block.

- Professional Development on the ARIS system will be provided to all teachers with teacher leaders on each grade identified as ARIS experts.
- The utilization of periodicals to further support literacy instruction in the non-fiction genre. Funding has been allocated to purchase additional copies of popular non-fiction periodicals such as “Highlights,” “National Geographic for Kids,” “Cobblestone” etc.
- AIS support will be provided for all at-risk students during the regular school day through a program of targeted intervention conducted by our intervention staff. These interventions include Wilson and Inside.
- Differentiated Test preparation classes will be offered to those students who did not make progress in ELA from 2010-2011
- Students will be challenged to read more rigorous material.
- Students will be challenged to think and write critically.
- Professional Development in literacy will be differentiated for the staff targeting their needs using appropriate resources.
- Staff study group will be conducted. The focus will be on rigor. We will read Rigor is not a Four Letter Word.
- We will also create a study group to deepen understanding and support literacy in the content area
- Conduct Lunch and Learn sessions with a focus on the threading the same skill and/or strategy throughout all components of the literacy block.
- Daily independent reading will take place. Teachers will confer with students during this period of time.
- Conduct formal and informal observations
- Conduct goal setting conferences with teachers
- Conduct Teacher Administrator conversation with a focus on data and literacy
- Provide professional development to content area teachers so that they can effectively infuse the ELA standards into Science and Social Studies
- Provide summary of data to reflect school, grade, class and sub-group trends
- Review lesson plans
- Develop model classrooms for literacy
- Inter-visitations in and outside of the school
- Conduct Learning Walks with a literacy focus
- Common planning time
- Smart Board technology will be a vehicle for ELA instruction
- Administration will consistently monitor student progress through informal and formal assessments (Running Records, Teachers’ College Reading Assessment and Conference Notes, ITA and Predictive assessments). ARIS, Googledocs, and Reading Tracker will be used to aggregate and disaggregate data.
- Conduct parent workshops to support the home school.

**B) Staff and other resources used to implement these strategies/ activities:**

- CTT and SETTS teachers will work with non-mandated at-risk students
- The Academic Intervention Team will meet weekly to review student progress and modify plans accordingly
- The work of the Inquiry Team will be shared with all teachers which will enable teachers to transfer the findings of the Inquiry Team to the classroom
- Common Core Pilot ELA TEAM
- Department and grade meetings
- Renzulli will be used by our students to further enrich and challenge them.
- The CCLS will be used for all aspects of literacy instruction
- Book Clubs will be implemented in all classrooms in grades 6-8.
- Rigor is not a Four Letter Word was purchased for the entire faculty to be read as a book club during conferences
- Funding has been allocated to purchase additional copies of popular non-fiction periodicals such as “Highlights,” “National Geographic for Kids,” “Cobblestone” etc.
- AIS support will be provided for all at-risk students during the regular school day through a program of targeted intervention conducted by our intervention staff. These interventions include Wilson and Inside.

**C) Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities:**

- Data Team
- Inquiry Team – action research that they choose and focus on
- Grade Meetings
- Department Meetings
- Choice of test preparation material
- Choice of ITA selection
- Analysis of previous state tests and revision of curriculum maps based on data

**D) timeline for implementation:** September 2011-June 2012

**Strategies to increase parental involvement**

- Parent workshops and information sessions will be offered both during the school day and in the evening to support the home school connection. Workshops will focus on middle school literacy, non-fiction text strategies, preparing the students for the State exams, Common Core Learning Standards and ARIS Parent Link

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- In order to maintain the HQT that we have and for those teachers who are new to the profession, we provide the following: a veteran teacher that acts as a mentor both in and out of the classroom, inter-visitations, differentiated workshops and professional development done via the Math and Literacy coaches or other members of the faculty, send them to workshops out of the building, meetings with administration three times, at minimum, throughout the year, Inquiry Teams, Collaboration with the grade during grade conferences, in-service education, feedback,

### **Service and program coordination**

- **Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal:**

Teachers' College Workshops, Network 605 Workshops and NEA grant for grades 3 and 6 all work together to provide our teachers in grades 6-8 for professional development and growth needed to increase student progress in reading and writing - ELA

### **Budget and resources alignment**

**Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan:**

- Fair Student Funding (Tax Levy)
- Title III – book clubs for middle school students- per session
- NEA grant – professional development (Teachers' College) per session for collaboration on action research
- Additional monies from the PTA to augment the NEA grant

## ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #2**

**By June 2012, 70% of students in Grades 3-8 will competently complete a task that requires reading and analyzing informational texts and writing opinions and arguments in response and will increase by one rubric level based on pre and post assessment data.**

### **Comprehensive needs assessment**

Based on the results of formative and summative assessments over the past three years, our students are not performing well on the written response questions in both reading and math. Research has shown that non-fiction writing has a positive impact on reading achievement. By implementing the CCLS our students will be able to successfully read and analyze informational texts. We are continuing our ongoing school wide Inquiry focus on Writing. This year, we are targeting non-fiction writing which aligns to the CCLS.

### **A) strategies/activities that encompass the needs of identified student subgroups**

- Teachers will plan and execute lessons which ask students to read and analyze informational texts.
- Students will be taught to write opinions and arguments in response to reading and analyzing informational text. Teachers on each grade will collaborate to develop lessons that will explicitly teach the skills needed to complete this task.
- Students will be taught how to support arguments using evidence from text.
- Teachers on each grade and each content area will develop Common Core units of study throughout the year that incorporate reading and analyzing text and writing opinions and arguments using supportive evidence.
- Teachers will meet weekly to analyze and assess student work and plan follow-up lessons accordingly.
- Teachers will collaborate on their grades during common planning time in order to create rubrics to assess student competency in reading and analyzing texts and in using evidence to support opinions and arguments.
- Feedback will be provided to students using the rubric.
- Students will become more proficient with using rubrics to self-evaluate their work.
- Administrators will meet with teachers to discuss student progress in reading and analyzing informational text as well as using evidence to support arguments and opinions.
- 70% of students in Grades 3-8 will demonstrate progress in reading and analyzing informational texts and writing opinions and arguments in response by increasing their progress by at least one rubric level.
- Administrators will routinely collect and review student work via portfolios, writing folders, etc.
- Administrators will examine teacher created tasks that are aligned to the CCLS in ELA, Social Studies and Science.
- Administrators will look at and evaluate teacher created rubrics that are aligned to the task and to the CCLS.

- Classroom Visits
- Formal and Informal Observations
- Review of Lesson Plans
- Student Goals
- Bulletin Boards

**B) Staff and other resources used to implement these strategies/activities**

- All teachers in grades 3-8
- Literacy Coach and 2 AIS teachers
- Administration
- Common Core Pilot Program ELA (Fillmore Academy)
- 605 Network
- Common Core Learning Standards (CCLS)
- Engage NY, Inquire, ARIS Websites
- Smart board and other technologies
- Teachers' College task bundles
- Comprehension Toolkit
- Write Time for Kids

**C) Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities**

- Data Team
- Inquiry Team – action research that they choose and focus on
- Grade Meetings
- Department Meetings
- Choice of test preparation material
- Choice of ITA selection
- Analysis of previous state and Acuity and unit assessments and revision of curriculum maps based on data

**D) Timeline for implementation**

September 2011-June 2012

**Strategies to increase parental involvement:**

- Parent workshops and information sessions will be offered both during the school day and in the evening to support the home school connection. Workshops will focus on non-fiction text strategies, preparing the students for the State exams, Common Core Learning Standards and ARIS Parent Link

**Strategies for attracting Highly Qualified Teachers (HQT)**

In order to maintain the HQT that we have and for those teachers who are new to the profession, we provide the following: a veteran teacher that acts as a mentor both in and out of the classroom, inter-visitations, differentiated workshops and professional development done via the Math and Literacy coaches or other members of the faculty, send them to workshops out of the building, meetings with administration three times, at minimum, throughout the year, Inquiry Teams, Collaboration with the grade during grade conferences, in-service education, fast feedback

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Teachers' College Workshops, Network 605 Workshops and NEA grant for grades 3 and 6 all work together to provide our teachers in grades 6-8 for professional development and growth needed to increase student progress in reading and writing - ELA

**Budget and resources alignment**

Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan:

- Fair Student Funding (Tax Levy)
- Title III – book clubs for middle school students- per session
- NEA grant – professional development (Teachers' College) per session for collaboration on action research  
Additional monies from the PTA to augment the NEA grant

### ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

#### **Annual Goal #3**

**By June 2012, 70% of the students in grades 3-5 will show growth in completing a math task which requires them to work with math models and explore and explain the reasoning that led to a feasible solution by increasing at least one rubric level**

#### **Comprehensive needs assessment**

- **Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards**

Based on our school data, the majority of students in grades 3-5 do not receive full credit on the extended response versus the short response questions on the state and unit assessments. In our analysis, we found that students have difficulty with their viable arguments when defending their answers. Research has shown that when students can explain their thought processes orally and in writing, they internalize the process and increase their learning potential. Our students will be able to demonstrate knowledge in more than a scripted way. Students will be encouraged to try to solve problems in alternative method. The goal will be for students to create a viable argument for their selected math processes and procedures.

#### **A) Strategies/activities that encompass the needs of identified student subgroups:**

- Professional Development will be provided to teachers in the area of developing tasks and rubrics aligned to the CCLS in the area of math.
- Grade Conferences and common planning time will be devoted to professional development in the area of examining student work in order to assess student progress and appropriateness of task.
- Teachers will align math lessons to the CCLS
- Teachers will create math tasks within each math unit that call for the students to work with mathematical models and to explore and write the reasoning behind arguments that lead to a solution.
- Teachers will meet weekly to analyze and assess student work and plan follow-up lessons accordingly.
- Inquiry time will be used to look at student work and teacher tasks in order to analyze progress and develop next steps.
- There will be a continued emphasis on problem solving with a focus on the written explanation.
- Teachers will collaborate on their grades during common planning time in order to create rubrics aligned to the CCLS and math tasks.
- Feedback will be provided to students using the rubric.
- Students will become more proficient with using rubrics to self-evaluate their work.
- Administrators will meet with teachers to discuss student progress in working with math models and explaining the reasoning that

leads to a feasible solution

- Problem of the Day will continue to be part of every math lesson.
- All tests will include extended response questions.
- Daily homework assignments will include at least one extended response question.
- Administrators will routinely collect and review student work.
- Administrators will examine teacher created tasks that are aligned to the CCLS in Math.
- Administrators will look at and evaluate teacher created rubrics that are aligned to the task and to the CCLS.
- Classroom Visits
- Formal and Informal Observations
- Review of Lesson Plans
- Student Goals
- Bulletin Boards
- Report Card Grades

**B) Staff and other resources used to implement these strategies/activities:**

- All teachers in grades 3-5
- Math Coach and 2 AIS providers for grades 3-5
- Data Specialist
- Inquiry Team
- Administration
- Network 605
- Math Connects
- SNAP
- CCLS
- Engage NY
- IXL
- Acuity
- Smartboard and other technologies
- Problem of the Day
- Journal writing

**C) Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities:**

- Data Team
- Inquiry Team – action research that they choose and focus on
- Grade Meetings
- Department Meetings
- Choice of test preparation material
- Choice of ITA selection
- Analysis of previous state tests and revision of curriculum maps based on data

**D) Timeline for implementation:** September 2011 through June 2012

**Strategies to increase parental involvement:**

- Parent workshops and information sessions will be offered both during the school day and in the evening to support the home school connection. Workshops will focus on problem solving, preparing the students for the State exams, Common Core Learning Standards, ARIS Parent Link, and Family Math and Science Night

**Strategies for attracting Highly Qualified Teachers (HQT)**

- **Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal:**

In order to maintain the HQT that we have and for those teachers who are new to the profession, we provide the following: a veteran teacher that acts as a mentor both in and out of the classroom, inter-visitations, differentiated workshops and professional development done via the Math and Literacy coaches or other members of the faculty, send them to workshops out of the building, meetings with administration three times, at minimum, throughout the year, Inquiry Teams, Collaboration with the grade during grade conferences, in-service education, feedback

**Service and program coordination**

- **Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal**

Institute for Learning Website – via the Elementary Math City Pilot program, CFN 605 Workshops

**Budget and resources alignment**

- **Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.**

Fair Student Funding (Tax Levy)

Title III – Family Math and Science Night for grades 3-5

PTA funding for after school per session Math remediation program for grades 3 and 5

## ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #4**

- **By June 2012, the administration (1 principal and 3 Assistant Principals) will conduct formative observations for each teacher using a research based rubric. Meaningful feedback will be provided to each teacher based on the rubric.**

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards:

Based on the Comprehensive Needs Assessment, walk throughs and observations, the introduction of the Common Core Learning Standards (CCLS), it was determined that we need to use Danielson's Framework for Teaching, to help our teachers become more effective in their practices.

### **Instructional strategies/activities**

**A) Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:**

**D) Staff and other resources used to implement these strategies/activities:**

Administration which includes 1 principal and 3 assistant principals  
Charlotte Danielson's Framework for Teaching

**E) Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities:**

Administration held individual goal meetings with each staff member. During each goal meeting, the teachers were asked to use the Danielson Framework as a tool of self-reflection and to focus in on one component of the Framework that they would like to work on and or receive help with during this school year.

Administration meets with each teacher after each formative observation to review the rubric and to provide meaningful feedback

Administration provides articles and other forms of professional development to staff members based on need

**D)Timeline for implementation:**

September 2011 through June 2012

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.  
Parent workshops will be given throughout the school year to discuss rigor and to help the parents understand the new Teacher Effectiveness Program. Through these meetings and workshops, parents will understand the value of improving the effectiveness of teachers and how it relates to student achievement.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- **Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal:**

In order to maintain the HQT that we have and for those teachers who are new to the profession, we provide the following: a veteran teacher that acts as a mentor both in and out of the classroom, inter-visitations, differentiated workshops and professional development done via the Math and Literacy coaches or other members of the faculty, send them to workshops out of the building, meetings with administration three times, at minimum, throughout the year, Inquiry Teams, Collaboration with the grade during grade conferences, in-service education, feedback.

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.  
Network 605 workshops

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan:
- Fair Student Funding (Tax Levy)

### ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>	30	0	N/A	N/A	5	0	0	0
<b>1</b>	33	0	N/A	N/A	5	0	5	1
<b>2</b>	35	20	N/A	N/A	3	0	0	1
<b>3</b>	30	20	N/A	N/A	8	0	1	1
<b>4</b>	15	15	<b>15</b>	<b>15</b>	15	0	2	16
<b>5</b>	30	25	<b>5</b>	<b>15</b>	15	0	0	0
<b>6</b>	17	25	20	15	6	0	1	0
<b>7</b>	16	16	16	16	5	0	0	2
<b>8</b>	42	20	20	42	4	0	0	0

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

<b>Name of Academic Intervention Services (AIS)</b>	<b>Description</b>
<b>ELA</b>	<p>Daily whole class instruction and small group (less than 8) during the school day provided by the AIS team</p> <p>Small group instruction with Wilson trained teacher 3x a week, during the day</p> <p>One to one tutoring with a trained volunteer, 2x a week focusing on comprehension</p> <p>Small groups of at risk students in grades K, 1, 2 and 5 work on phonics and comprehension skills twice a week after school for 8 week cycle</p> <p>Wilson after school program for students in grade 5 – small group of 5 students</p>
<b>Mathematics</b>	<p>Works with small group of students 3 days a week during the school day via a pull out program</p> <p>Works collaboratively with the classroom teacher to co-teach lessons in the room</p> <p>Great Leaps MATH- done daily in classrooms 1-1 program</p>
<b>Science</b>	<p>Intense instruction in science will be given to those students who did not meet the standards on the state exam in grade 4. Instruction is given during the school day in a small group setting</p>
<b>Social Studies</b>	<p>Small group instruction in Social Studies will be given to students during the school day</p>
<b>At-risk Services provided by the Guidance Counselor</b>	<p>Small group meetings scheduled once or twice a week held in the guidance room. These meetings can occur either before or during the school day. The students may, at times, spend their lunch period with the guidance counselor</p>
<b>At-risk Services provided by the School Psychologist</b>	<p>Small group meetings held during the school day on an as need basis</p>
<b>At-risk Services provided by the Social Worker</b>	<p>Small group meetings held during the school day on an as need basis</p> <p>Small group meetings held during the school day – scheduled</p>
<b>At-risk Health-related Services</b>	<p>Small group meetings held once a week in 6 week cycles for Open Airways- Asthma class</p> <p>Small group of students meet with school nurse to speak about nutrition and exercise once every two weeks</p>



**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>CFN 605</b> <b>Jose Ruiz/Wendy Karp</b>	District <b>22</b>	Borough <b>Brooklyn</b>	School Number <b>207</b>
School Name <b>Elizabeth G. Leary</b>			

### B. Language Allocation Policy Team Composition [?](#)

Principal <b>Mary E. Bosco</b>	Assistant Principal <b>Noreen Steffens</b>
Coach <b>Deborah Getman</b>	Coach
ESL Teacher <b>Elizabeth Wojtal</b>	Guidance Counselor <b>Nora McCarthy</b>
Teacher/Subject Area <b>Katie Ganley/Grade 2</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Donna Pimpinella</b>
Related Service Provider <b>type here</b>	Other <b>K. McDonough, Data Specialist</b>
Network Leader <b>type here</b>	Other

### C. 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>1</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>1231</b>	Total Number of ELLs	<b>29</b>	ELLs as share of total student population (%)	<b>2.36%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

1. Initial identification of English Language Learners begins with distribution of HLIS at registration. The certified ESL teacher, Elizabeth Wojtal, who speaks English, French, and Spanish, collaborates with the school secretaries during the registration period, and oversees the informal interview process conducted at this time. Based on the responses of the HLIS and parent interview, the ESL teacher will then formally assess the students with the LAB-R or Spanish LAR tests within the mandated ten day period. Students who are entitled to ESL services take the NYSESLAT exam annually in the spring. The scores from these assessments are evaluated in the fall of the next term in order to provide the best placement for ELLs, either in beginner, intermediate, or advanced groups by grade or contiguous grades. The ESL teacher then analyzes in a more granular format these results to differentiate instruction and provide the best possible program for ELLs.

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

3. All forms and letters are distributed to families by the ESL teacher prior to the annual ELL orientation and information session. At this time, the teacher does an inventory and follow-up with families to via phone contact or in person interview to ensure that all new families have returned proper forms.

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

5. -P.S. /I.S. 207 is a school located in Marine Park, Brooklyn with a diverse population of 1231 students. P.S. 207 has a freestanding ESL Pull-Out Program that currently serves 29 ELL students from Kindergarten through Grade Eight. The ELL students represent 2.36% of the total number of students. The ELL students are grouped according to grade and if necessary, contiguous grades. Currently, P.S. 207 has four, five or six general education classes on each grade and one self-contained special education class for grades , six, seven and eight. Over the past five years, the number of ELLs has varied from 30-40 students. Wherever possible, the ESL teacher also incorporates push-in/team teaching strategies, particularly with our students in middle school (grades 6-8); where

departmentalized design makes pull out groupings less effective. The trend over the past 5 years for program selection has been 90-100% freestanding ESL. There have been a few cases, where parents have elected to move to a bilingual program in another school for their child. These cases have largely been SIFE students or older students, who were in need of strong native language support in order to handle complex material in the content areas. The program at P.S. 207 continues to align itself with parent requests. We are committed to providing the best possible program for English Language Learners, and we are constantly seeking new ways to improve our programs, assist our parents, and in turn ensure student success for all.

6. At this time, the Freestanding ESL model is aligned with parent requests. Parents understand their options for Transitional Bilingual and Dual Language Programs. While these models are also a viable and attractive option for families, P.S. 207's K-8 configuration and positive learning environment are equally compelling for most families. In addition, most families prefer to remain in their neighborhood school for young children in particular, and therefore, the school offers a very good long term school plan for most families. While this is the current trend for the school's population, the administration and ESL teacher are aware that changing demographics can change this very quickly, and so, the principal is ready to consider other models and will provide staffing for these programs should the need arise.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)  
Check all that apply

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

#### This school offers (check all that apply):

Transitional bilingual education program	Yes●	No*	If yes, indicate language(s):
Dual language program	Yes●	No*	If yes, indicate language(s):

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. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>	1	1	1	1	1	1	1	1	1					9
<b>Total</b>	1	1	1	1	1	1	1	1	1	0	0	0	0	9

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs		Newcomers (ELLs receiving service 0-3 years)		Special Education

Number of ELLs by Subgroups				
<b>SIFE</b>		<b>ELLs receiving service 4-6 years</b>		<b>Long-Term (completed 6 years)</b>

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. [?](#)

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	15			10			4		1	29
<b>Total</b>	<b>15</b>	<b>0</b>	<b>0</b>	<b>10</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>1</b>	<b>29</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														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</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	
	EL	EP	EL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0

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

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_

Asian: \_\_\_\_

Hispanic/Latino:

Native American: \_\_\_\_

White (Non-Hispanic/Latino): \_\_\_\_

Other:

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

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

## 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
Other		1												1
<b>TOTAL</b>	<b>1</b>	<b>7</b>	<b>2</b>	<b>4</b>	<b>1</b>	<b>6</b>	<b>4</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>29</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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. The Language Allocation Policy for P.S. 207 is 100% instruction in English since it is a Freestanding ESL Program. The ESL teacher uses a combination of pull-out, push-in and collaborative organization models for instruction, and students are grouped homogeneously.

2. According to the NYS CR Part 154 guidelines, the ESL teacher is able to provide for the mandated number of units of instruction in her schedule using contiguous groupings. All students receive the mandated units of instruction. As per policy guidelines, native language support is provided via glossaries, translator/interpreter services, student buddies, and other bi-lingual resources including bilingual libraries.

3. ELLs receive instruction in the content areas in English with native language supports such as glossaries and bilingual resources. The ELL content area curriculum is aligned with the grade level curriculum to reinforce and enhance subject matter for ELLs. Heavy emphasis is placed on vocabulary acquisition in the content area, as well as content area based writing. Wherever possible, the ESL teacher works collaboratively with the content area teachers. Students are able to bring content area assignments and project work to the ELL class regularly, where the ESL teacher provides support, guidance, and access to technology for word processing and research materials.

4. Each year, every student in the ELL program is evaluated based upon several criteria including, but not limited to NYSESLAT scores, State ELA and Math scores, guided reading levels, progress reports, and anecdotal and conferencing reports from the classroom teacher and ESL teacher alike. Each student is treated as an individual case, where progress is not only evaluated from the latest testing, but is examined longitudinally to create a better learning plan for long term ELLs and ELLs who stall at a certain level. Where necessary based upon level of English proficiency, ELLs are also evaluated using translated tests and bilingual staff to interpret questions.

## A. Programming and Scheduling Information

5. ELL instruction is carefully planned and differentiated to suit the needs of all ELLs and their learning needs. Newcomers and SIFE students are under constant evaluation, as their initial transition can be very difficult. The ESL teacher works closely with the classroom teacher, and provides an "open-door" policy for these students who may come to the ESL room for extra support and learning aids throughout the day. Additional support is given through the use of laptop computers and audio books to offer continued literacy exposure. For mid-range (4-5 years) and long-term (6+ years) ELLs, the strategy changes slightly to include remedial support in all skill areas, as well as study skills, homework management and general academic advisement. With these students, an in depth analysis and consultation of NYSESLAT scores is an integral part of their progress. Most students who stall out and are in the long term ELL range, need more assistance with reading comprehension skills and writing in response to reading. This is a heavy focus in the curriculum for these students. In addition to ESL instruction, students in all sub groups who are evaluated as needing more support are placed in AIS Math and ELA small group intervention classes. SIFE (Students with Interrupted Formal Education) and Newcomers will receive small group targeted instruction from the classroom teachers as well as the ESL teacher. They will also receive individual tutoring from cluster teachers, parent volunteers, student teachers, and other pedagogues. Long Term ELL students and ELLs who are in the program between 4 and 6 years will receive small group targeted instruction, individual tutoring and Academic Intervention Services. These students may also receive referrals for evaluations to determine if services other than ESL are necessary. If it is determined that the students need special education services, they may receive Collaborative Team Teaching, Special Education Teacher Support Service and/or counseling.

6. ELLs who are also classified as students with disabilities are provided additional support from the ESL teacher in the form of instructional strategies to scaffold learning, as well as counseling for students to encourage self-advocacy in their learning process. The ESL teacher is part of the pupil personnel team and attends regular meetings as well as annual IEP meetings for her students. In addition, required support services personnel work cooperatively with the ESL teacher to provide the best possible instructional plan for ELLs, while at the same time assisting these students in their learning and remediation process. Instructional strategies include: providing comprehensible input, emphasizing communication and understanding, integrating literacy with content areas, developing vocabulary, incorporating the writing process, demonstrating the conventions of English (spelling, grammar, punctuation), using graphic organizers, and using cross-cultural connections. These strategies are implemented along with Balanced Literacy, the school-wide literacy model, Units of Study, Everyday Math, Science Curriculum Improvement Study and the Comprehension Tool Kit. All students receive differentiated instruction based upon language proficiency level, learning styles, and individual need.

7. The school is particularly sensitive to providing flexibility to meet the needs of our ELL-SWD population. In the lower grades, the ESL teacher provides push-in support to supplement the regular pull out class time with these students. The ESL teacher conferences with teachers, and is in constant dialogue with the members of the SBST personnel to continually monitor progress and IEP criteria. In the middle school division, the ESL teacher requests regular reports from the content area teachers to advise and assist these students to help them become more self sufficient and to become advocates for their own educational process. Our students in the self-contained special education classroom in the middle school are given the opportunity to participate in mainstream content area classes as per recommendation of the teacher and administrator in order to allow them least restrictive opportunities to enhance learning.

### Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

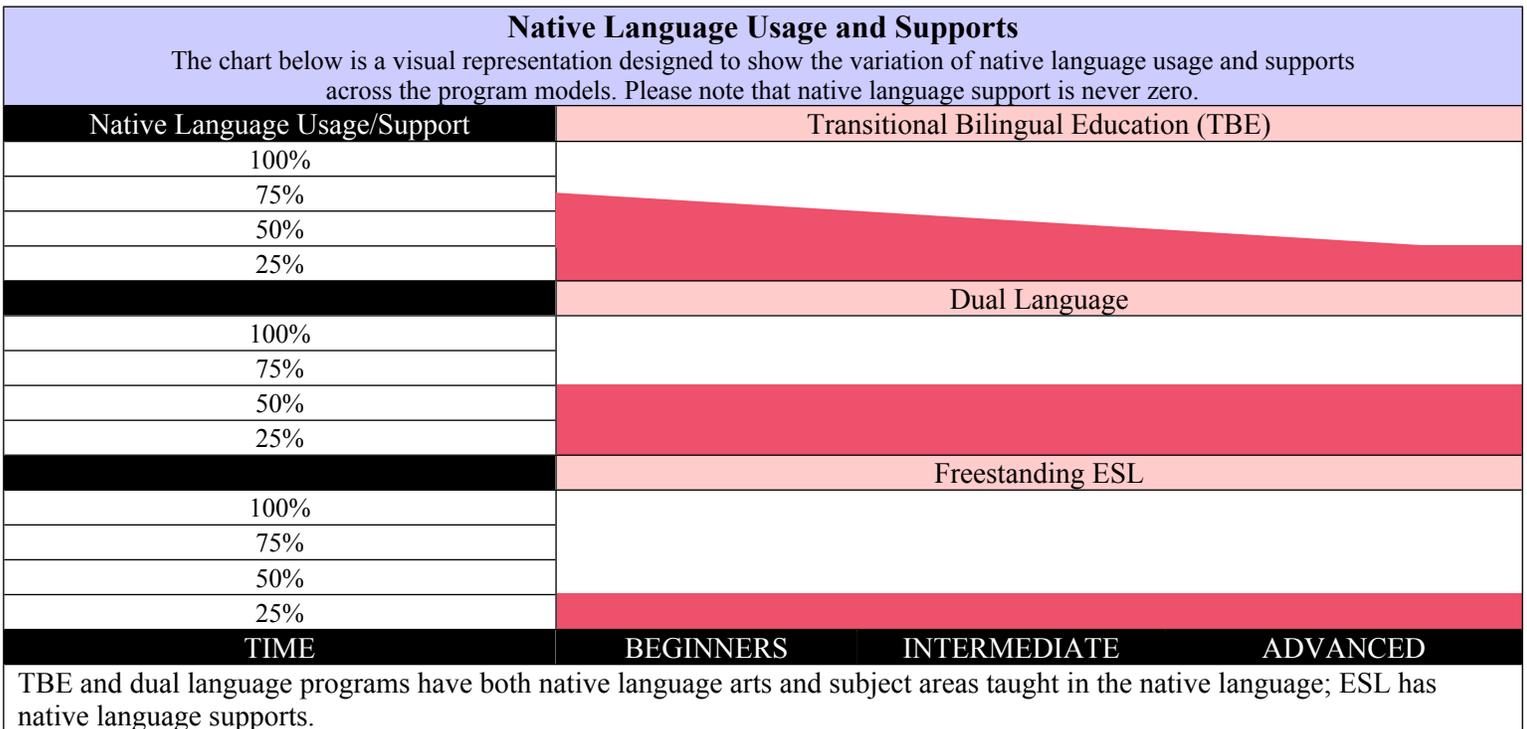
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				



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



### B. Programming and Scheduling Information--Continued

- Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

## B. Programming and Scheduling Information--Continued

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

8. In addition to ESL instruction, students in all sub groups who are evaluated as needing more support are placed in AIS Math and ELA small group intervention classes. Students receive targeted assistance in the areas of Math and Literacy. In addition, AIS providers also target intervention in the areas of Social Studies and Science, particularly with relation to reading comprehension and writing in response to non-fiction reading in the content areas. Native language support is offered in intervention groups through the use of bilingual glossaries in the the content areas, as well as internet support using translated texts wherever possible. SIFE (Students with Interrupted Formal Education) and Newcomers will receive small group targeted instruction from the classroom teachers as well as the ESL teacher. They will also receive individual tutoring from cluster teachers, parent volunteers, student teachers, and other pedagogues. Long Term ELL students and ELLs who are in the program between 4 and 6 years will receive small group targeted instruction, individual tutoring and Academic Intervention Services. These students may also receive referrals for evaluations to determine if services other than ESL are necessary. If it is determined that the students need special education services, they may receive Collaborative Team Teaching, Special Education Teacher Support Service and/or counseling.

9. ELL students who reach proficiency after receiving a passing score on the NYSESLAT will continue to testing modifications for up to two years, academic support through small group instruction, tutoring, and morning/after school programs opportunities. The ESL teacher is in contact with these students throughout the year, and also reaches out to the child's teachers to offer additional support at any point in the year.

10. Each year, the ESL teacher evaluates the program, in collaboration with administration and staff to make instructional changes to better serve her students. The school continues to apply the Common Core State Standards for all areas of instruction, and the ESL curriculum and design reflects these changes to include a greater emphasis on writing in response to reading. The ESL teacher revises the curriculum mapping for each level, and for the coming year, there will be a continued focus on non-fiction reading comprehension strategies in addition to continued writing improvement strategies.

11. While no programs will be discontinued in the coming year, the ESL teacher strives to find new ways to provide more direct classroom support for all students. While a full push-in model is ideal for ELL progress and improvement, the school continues to seek out new ways to provide "push-in" supports via other means such as increased use of technology to create virtual access to classrooms.

12. The ESL teacher serves as advisor and student advocate in the school for all ELLs. Students are encouraged to participate in all aspects of school life (music, the arts, athletics, social events), and ELLs are invited to participate with clarification and encouragement from the ESL teacher and administration. The ESL teacher and Parent Coordinator make every effort to communicate opportunities for the schoolwide enrichment programming open to all students (e.g. Champs, Instrumental Music).

Through the use of Title III funding, ELLs are afforded the opportunity to participate in other after school enrichment programs in music and language enrichment. These activities include robotics, theatre workshop, book clubs, study skills, and math and science clubs. This year, we will continue to offer the ELL Math/Science evening events where ELL students and their families participate together for a evening of academic enrichment and enjoyment. Parent workshops and English language tutorials are also offered to families.

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

In the coming year, the ESL department has a goal to expand the use of technology in the ESL classroom, as well as to provide additional enrichment, remediation, and support for ELLs in their own classroom environment. The school currently uses programs for English

## B. Programming and Scheduling Information--Continued

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

8. In addition to ESL instruction, students in all sub groups who are evaluated as needing more support are placed in AIS Math and ELA small group intervention classes. Students receive targeted assistance in the areas of Math and Literacy. In addition, AIS providers also target intervention in the areas of Social Studies and Science, particularly with relation to reading comprehension and writing in response to non-fiction reading in the content areas. Native language support is offered in intervention groups through the use of bilingual glossaries in the the content areas, as well as internet support using translated texts wherever possible. SIFE (Students with Interrupted Formal Education) and Newcomers will receive small group targeted instruction from the classroom teachers as well as the ESL teacher. They will also receive individual tutoring from cluster teachers, parent volunteers, student teachers, and other pedagogues. Long Term ELL students and ELLs who are in the program between 4 and 6 years will receive small group targeted instruction, individual tutoring and Academic Intervention Services. These students may also receive referrals for evaluations to determine if services other than ESL are necessary. If it is determined that the students need special education services, they may receive Collaborative Team Teaching, Special Education Teacher Support Service and/or counseling.

9. ELL students who reach proficiency after receiving a passing score on the NYSESLAT will continue to testing modifications for up to two years, academic support through small group instruction, tutoring, and morning/after school programs opportunities. The ESL teacher is in contact with these students throughout the year, and also reaches out to the child's teachers to offer additional support at any point in the year.

10. Each year, the ESL teacher evaluates the program, in collaboration with administration and staff to make instructional changes to better serve her students. The school continues to apply the Common Core State Standards for all areas of instruction, and the ESL curriculum and design reflects these changes to include a greater emphasis on writing in response to reading. The ESL teacher revises the curriculum mapping for each level, and for the coming year, there will be a continued focus on non-fiction reading comprehension strategies in addition to continued writing improvement strategies.

11. While no programs will be discontinued in the coming year, the ESL teacher strives to find new ways to provide more direct classroom support for all students. While a full push-in model is ideal for ELL progress and improvement, the school continues to seek out new ways to provide "push-in" supports via other means such as increased use of technology to create virtual access to classrooms.

12. The ESL teacher serves as advisor and student advocate in the school for all ELLs. Students are encouraged to participate in all aspects of school life (music, the arts, athletics, social events), and ELLs are invited to participate with clarification and encouragement from the ESL teacher and administration. The ESL teacher and Parent Coordinator make every effort to communicate opportunities for the schoolwide enrichment programming open to all students (e.g. Champs, Instrumental Music).

Through the use of Title III funding, ELLs are afforded the opportunity to participate in other after school enrichment programs in music and language enrichment. These activities include robotics, theatre workshop, book clubs, study skills, and math and science clubs. This year, we will continue to offer the ELL Math/Science evening events where ELL students and their families participate together for a evening of academic enrichment and enjoyment. Parent workshops and English language tutorials are also offered to families.

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

In the coming year, the ESL department has a goal to expand the use of technology in the ESL classroom, as well as to provide additional enrichment, remediation, and support for ELLs in their own classroom environment. The school currently uses programs for English

## 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?

1. Parents are an active component of the P.S. 207 community. All parents are invited to participate in a variety of events, and parents are strongly encouraged to attend monthly PTA meetings and events. The ESL teacher and Parent Coordinator are in constant communication, and they work together to address the needs of all parents of ELLs. As a team, they create surveys to elicit areas where parents need assistance, they provide information, translation and interpretation assistance, and foster a sense of care, concern and advocacy. As mentioned earlier, the ESL teacher and Parent Coordinator organize parent workshops and other evening events including the Math/Science Family Night . During workshop sessions, parents are instructed as how they can better offer support for their child's educational process. Materials are provided in the native language wherever possible, and the ESL teacher provides Spanish and French translation of workshops as well. Other translators (such as Chinese and Russian) are made available as necessary.

2. In addition, parents are provided with community resources to enhance their own language acquisition and parenting skills and improvement including programs such as We Are New York, New York Public Library English Conversation Groups, PBS Online Parental Support and others. The school partners with two after-school organizations, and parents of ELLs are encouraged to have their children take advantage of these fine support systems.

3. Surveys are a regular component of planning for all events, so as to better service the needs of parents in ELLs. The Parent Coordinator provides support and is in constant communication as is the ESL teacher with parents to maintain a positive level school presence and a healthy awareness of the needs of the ELL community. Regular meetings such as parent teacher conferences are a prime opportunity to listen to parental concerns and assess the needs of ELL families.

4. Since, according to the 2010 U.S. Census, over 40% of households in Brooklyn are bilingual households, many of our ELL parents are in need of some kind of language assistance. Also, many of the ELL parents are not as connected to local educational activities because these events are not always advertised in the native language, or because travel makes it difficult to attend certain activities. The school addresses both of these needs through events like our Math/Science Family Fun Night and our language tutorial offerings at the school or via community organizations in the area. The ESL teacher, administration and the parent coordinator take time to meet and evaluate these needs and the program offerings that address them on a regular basis.

## 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)?

## 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.

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

2. Communication is vital to successful transitioning at P.S. 207. Being a K-8 school, teachers and administrators strive to make the ELL transition a successful experience through articulation and orientation of students as they make the change to the upcoming grade. From Grade 1 to Grade 2, students move to the new building, and they receive an orientation prior to the start of the school year. Students transitioning at the P.S. 207 ELLs Academy (located at the middle school 680 Avenue C) must also receive orientation. The school

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

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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?

1. Parents are an active component of the P.S. 207 community. All parents are invited to participate in a variety of events, and parents are strongly encouraged to attend monthly PTA meetings and events. The ESL teacher and Parent Coordinator are in constant communication, and they work together to address the needs of all parents of ELLs. As a team, they create surveys to elicit areas where parents need assistance, they provide information, translation and interpretation assistance, and foster a sense of care, concern and advocacy. As mentioned earlier, the ESL teacher and Parent Coordinator organize parent workshops and other evening events including the Math/Science Family Night. During workshop sessions, parents are instructed as how they can better offer support for their child's educational process. Materials are provided in the native language wherever possible, and the ESL teacher provides Spanish and French translation of workshops as well. Other translators (such as Chinese and Russian) are made available as necessary.

2. In addition, parents are provided with community resources to enhance their own language acquisition and parenting skills and improvement including programs such as We Are New York, New York Public Library English Conversation Groups, PBS Online Parental Support and others. The school partners with two after-school organizations, and parents of ELLs are encouraged to have their children take advantage of these fine support systems.

3. Surveys are a regular component of planning for all events, so as to better service the needs of parents in ELLs. The Parent Coordinator provides support and is in constant communication as is the ESL teacher with parents to maintain a positive level school presence and a healthy awareness of the needs of the ELL community. Regular meetings such as parent teacher conferences are a prime opportunity to listen to parental concerns and assess the needs of ELL families.

4. Since, according to the 2010 U.S. Census, over 40% of households in Brooklyn are bilingual households, many of our ELL parents are in need of some kind of language assistance. Also, many of the ELL parents are not as connected to local educational activities because these events are not always advertised in the native language, or because travel makes it difficult to attend certain activities. The school addresses both of these needs through events like our Math/Science Family Fun Night and our language tutorial offerings at the school or via community organizations in the area. The ESL teacher, administration and the parent coordinator take time to meet and evaluate these needs and the program offerings that address them on a regular basis.

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## Part V: Assessment Analysis

### A. Assessment Breakdown

#### 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.

The goal of the ESL Program is to foster the development of the modalities of listening, speaking, reading and writing so that the students move toward fluency and proficiency in English. Improvement of academic language is at the cornerstone of the curriculum, in order for ELLs to achieve in their educational endeavors. The school partners with the City of New York's Citywide English as a Second Language (ESL) Methodology (GALLA)

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

### 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.

#### 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)	4	2	1											7
Intermediate(I)	1	3	2		2	1								9
Advanced (A)			1	1	4	3	1	3	2					15
Total	5	5	4	1	6	4	1	3	2	0	0	0	0	31

#### NYSESLAT Modality Analysis

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

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	<b>I</b>	1	3	2		2	1							
	<b>A</b>			1	1	4	3		3	2				
	<b>P</b>							1						

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4							6		6
8									0
NYSAA Bilingual Spe Ed									0

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				

### New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

### Native Language Tests

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

### 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.

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

1. Data analysis and review is an ongoing process for all levels of the school. In order to assess early literacy skills, the team administers

## 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.

## Part VI: LAP Assurances

**School Name:**

**P.S. 207 Elizabeth G. Leary**

**School DBN: 22K207**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mary E. Bosco	Principal		12/1/11
Noreen Steffens	Assistant Principal		12/1/11
Donna Pimpinella	Parent Coordinator		12/1/11
Elizabeth Wojtal	ESL Teacher		12/1/11
	Parent		1/1/01

**School Name:**  
**P.S. 207 Elizabeth G. Leary**

**School DBN: 22K207**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Katie Ganely/Grade 2	Teacher/Subject Area		12/1/11
	Teacher/Subject Area		1/1/01
Deborah Getman, Ed.D	Coach		12/1/11
	Coach		1/1/01
Nora McCarthy	Guidance Counselor		12/1/11
	Network Leader		1/1/01
Karen McDonough,	Other		12/1/11
Data Specialist	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

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

Cluster: **6** Network: **605**

**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.

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

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

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

and Former ELLs is part of the on going professional development and articulation by the ESL teacher.

## **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.

The school provides all Department of Education forms and letters in the parents' home language where available. Written translation services are provided in-house by both classroom teachers and parent volunteers. The Parent Coordinator assists in contacting volunteers or staff members to provide written translation. We continue to update our data base of translated materials in Spanish and French (a large proportion of our current ELL population) with documents such as parent conference information, promotional letters, and other class announcements. The school is in process of updating the school website, and this information will eventually be available electronically as well.

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 will be provided by bilingual staff (paraprofessionals, classroom teachers) and parent volunteers. In addition, The Department of Education's interpretation services will also serve as a resources via telephone. The Parent Coordinator assists in contacting volunteers or staff members to provide written translation.

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

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

## 2011-12 Comprehensive Education Plan (CEP): Appendix 8

### Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: P.S. 207 Elizabeth G. Leary	DBN: 22K207
Cluster Leader:	Network Leader: Wendy Karp
This school is (check one):	
<input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> ●NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> *Before school <input checked="" type="checkbox"/> *After school <input checked="" type="checkbox"/> ●Saturday academy <input checked="" type="checkbox"/> ●Other:
Total # of ELLs to be served:
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> ●K <input checked="" type="checkbox"/> ●1 <input type="checkbox"/> *2 <input type="checkbox"/> *3 <input type="checkbox"/> *4 <input type="checkbox"/> *5 <input type="checkbox"/> *6 <input type="checkbox"/> *7 <input type="checkbox"/> *8 <input checked="" type="checkbox"/> ●9 <input checked="" type="checkbox"/> ●10 <input checked="" type="checkbox"/> ●11 <input checked="" type="checkbox"/> ●12
Total # of teachers in this program: 6
# of certified ESL/Bilingual teachers: 1
# of content area teachers: 5

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: P.S. 207 offers a wide range of supplementary options through its ExcELL Morning and Afterschool program for English Language Learners. Students in grades 2 through 8 are invited to participate in a variety of courses to help students continue to develop their English language skills in the areas of reading, writing, speaking and listening. This program also provides ELL students with the opportunity to participate in enrichment programs that they might not have access to, or might not be able to afford. Students participate in courses such as robotics, theater, book clubs, drawing and painting, guitar, chess and computers and more. A portion of the time in each course is focused on NYSESLAT preparation, and instructors review reading, writing speaking and listening strategies in the context of the course. Students are able to use their English, while at the same time learn a new skill, discover a talent, or begin a life-long passion for something they love. Coursework is geared for ELLs to promote their participation, and students are able to enhance their language skills through the use of language in the context of the coursework. Courses run throughout the school year, between eight and ten weeks once a week per session, either in the morning or after school. Classes are generally forty five minute sessions, and students are grouped by grade or contiguous grades. All teachers receive a training and orientation to review ELL methodologies. Students receive their own copies of materials to keep and continue to use beyond the course. Students receive instructional materials (art kits, copies of book club novels, use of guitars and instructional guides to keep), as well as NYSESLAT review books. The ESL teacher supervises the program and trains the content area teachers in ELL methodologies. Content area teachers must also demonstrate expertise in their specific course of study (i.e. Science, English Language Arts, Fine Arts and Technology).

### Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: Throughout the year, the ESL teacher receives professional development and training through outside conferences and workshops. This information is then be transferred to all staff via professional development meetings and faculty conferences.

Other pedagogues who work with ELLs also attend workshops throughout the year. Workshop topics include literacy based strategies for ELLs, addressing the needs of Students with disabilities who are also ELLs, and content area instructional techniques addressing the needs of all ELLs.

In addition, professional development is also delivered during our November and June professional

### Part C: Professional Development

development days with a focus on data analysis and curriculum design. Teachers also engage in multicultural awareness training to be more sensitive to our ELL families and better assist them in their child's educational process.

All teachers who are direct instructors for the ExcELL morning and afterschool program receive a specific training on how to implement ELL methodologies into the content area presentation of the course. All instructors must complete an orientation and training from the ESL teacher who coordinates the program, prior to the start of the course.

### Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: ELL parent engagement activities are a high priority at P.S. 207. Data suggests a strong link between parent involvement and student progress. We provide a number of opportunities to engage parents in their child's learning process. We understand that it is difficult for parents to navigate the learning process with their child, especially if English is not spoken. The ESL teacher serves as the liaison with ELL families, and ensures, with the assistance of the Parent Coordinator, that ELL families receive communications from the school in a timely manner, and in their preferred language. In addition to the mandated orientations, the ESL teacher and Parent Coordinator hold parent coffees and information sessions to offer parents an opportunity to speak about their child's academic progress and to provide suggestions and assistance to parents as they help their child learn. Topics include: "Helping Your Child Learn to Read in English", "Community Family Resources", and "Family Learning Activities". In addition, the ESL teacher coordinates the Math/Science Family Fun Night each year at the school. This is a wonderful event, geared primarily for ELLs and their families. Participants engage in hands on Science and Math games and activities in English. In addition, all families receive a "take-home" pack to enjoy many new learning activities at home in order to continue to encourage family involvement. Translation and interpretation assistance is provided for all ELL family events, and parents are notified with a personal invitation in writing for all upcoming events.

### Part E: Budget

**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries		

**Part E: Budget**

**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
(schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		