



*Dennis M. Walcott, Chancellor*



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

**SCHOOL NAME: PUBLIC SCHOOL 207**

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): **10X207**

PRINCIPAL: **MARIA J ROSADO** EMAIL: **MROSADo@SCHOOLS.NYC.GOV**

SUPERINTENDENT: **SONIA MENENDEZ**

**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:**

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\*.

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.

Add rows as needed to ensure that all SLT members are listed.

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
MARIA ROSADO	*Principal or Designee	
PAULETTE CAMARINOS	*UFT Chapter Leader or Designee	
LESLY FELIZ	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
ILEANA MCGEEVER	Member/ paraprofessional	
TERESA SANTANA	Member/teacher	
MADELEINE FERRER	Member/teacher	
IVELISSE LEON	Member/parent	
CONCEPCION CASTANADA	Member/parent	
URSULA GARELAS	Member/parent	
MICHELLE GONZALEZ	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 ELA**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Goal: To improve reading achievement in first and second grade.

Objective: 75 % of the SWBAT move at least 2 levels in their reading level as measured by the Developmental Reading Assessment Tool by June 2012

#### **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.

10X207 has become more proficient in its members' abilities to analyze data and determine next steps for individuals, subgroups, and the entire school. First, we recognize that in a data-driven society, our early childhood setting needed a more consistent way to monitor student progress. Although interim assessments are used to monitor student progress three times a year, we recognized that there was a great time lapse between assessments that was affecting instruction. In an effort to improve this area of need, in 2010-2011, teachers spent a significant amount of professional development opportunities learning how to take a running record, analyze it, and use it to improve instruction. This year we have included a school-wide plan whereby teachers are expected to complete running records and analyze them to determine next steps for individuals and groups rather than waiting for the interim assessments. This will further support teachers with obtaining hard data to modify instruction at a quicker rate. In addition, school leaders are working towards developing a consistent way to assess students' mastery of unit goals at the end of each unit of study in each subject area. Second, we have become faster at identifying students "at-risk" and linking them to additional services. This year, our coaches have organized two services (Extended Day and Project Read) in an effort to support students' mastery of Literacy skills. During Extended Day, students will receive direct instruction in an early intervention remedial program and teachers will monitor student growth every three weeks. In response to the Learning Environment Survey, where parents indicated they would like to see more programs to support their children, we have started the Project Read program earlier in the year and have targeted our Tier II (students' at-risk) to receive this additional structured support. It is our intention that these supports and progress monitoring tools will improve instruction that will ultimately increase the amount of students from level 2 to level 3 on the DRA analysis.

Finally, our school needs to improve its attendance rating. In 2010-2011 our school attendance was at 90.4%. In an effort improve the attendance rating to meet city-wide expectations (92%) our school has included a blue ribbon day. Classes that receive the highest attendance rates for the day receive a blue ribbon. These blue ribbons will add up to a class prize. In addition, the attendance committee meets bi-weekly to monitor progress and target families so that more students can participate in the planned instruction for the day.

The following school data was used to construct the Needs Assessment:

- Progress Report 2010-2011
- Learning Environment Survey 2010-2011
- Developmental Reading Assessment (DRA-2) 2010-2011
- Everyday Mathematics Baselines 2010-2011
- Writing Baselines 2010-2011
- Administrative Feedback 2010-2011

**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:

strategies/activities that encompass the needs of identified student subgroups,  
staff and other resources used to implement these strategies/activities,  
steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,  
timeline for implementation.

September 2011 to June 2012

- Foundations Program monthly units of study to develop phonemic awareness, decoding and sight words skills
- Student & staff goal-setting and self-monitoring of progress in reading (BOY,MOY and EOY)
- Running records by teachers to inform instruction for interim assessments
- Targeted small group/guided reading instruction daily
- Integration of inquiry data study to strengthen listening comprehension and written responses to literature and informational text
- Written student work to demonstrate reading comprehension
- Extended day Program to support at risk students
- Accountable talk structures to build student reading comprehension
- Differentiated instruction and use of literacy centers to target student reading needs
- Workshop model of instruction to support effective teaching routines
- Use of Making Meaning and Sidewalks intervention Programs to supplement reading instruction
- Alignment of instruction to CCLS based reading curriculum
- On-going process of reviewing data by teachers to monitor student outcomes and revise planning accordingly
- Literature and Informational texts to support units of study as well as reading interests.
- Ongoing discussions about assessments, curriculum and instruction during SLT, RTI core and cabinet meetings.

**Professional Development for Teaching Staff:**

- Guided Reading workshops
- Developmental Reading Assessment training
- Running Records training
- Grade & teacher team meetings to analyze data, student work, plan reading instruction accordingly and align reading calendars
- Coaching & lab-site cycles to support effective teacher feedback and modeling of best practices in reading instruction
- Learning walks & intra-visitations to share expectations and effective teaching techniques
- Long and short term goal-setting to measure progress
- Common Core Literacy Bundles

**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.

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

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

Communication is on-going when we monitor students' attendance, homework sheets, curriculum overviews, publish and theme celebrations on a consistent basis by notifying parents to ensure students' participation in the targeted programs designed for the students' academic progression.

**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.

Our school's has a low turn-over rate of teachers and we maintain this status by affording on-going professional development opportunities, teacher teams collaborations, intra as well as inter-visitations, peer to peer collaboration, coaches as well as administrative support in embracing and extending our instructional initiatives and expectations, and establishing common preparation & lunch periods for networking. Our coaches and consultants work with teachers in cycles throughout the year focused on the needs as well as initiatives for the year. Teachers also use the services of the DOE professional development opportunities, UFT teacher center established at the school as well as any coursework which they may need.

**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.

-Service and program coordination will be aligned with the city, state & federal mandates in order to implement programs and maximize our resources, materials and support for students' cognitive and affective domains. This will account and provide greater guarantees that the assessments and curriculum are aligned to measure as well as meet students' needs. Also the staff will have availability to the use the resources to maximize instructional opportunities for all students.

For example some of the following are in existence to support this work.

- Pre K program focusing on improving the oral language abilities, emergent literacy skills that ELLs will need in order to ensure a successful transition to the lower elementary school grades
- Reduced Class size in the lower grades
- After school Academic Intervention Program
- Family Literacy Program for ELL parents
- Extended Day Program for literacy Tier II support
- STH are provided with materials or additional support.
- Messaging system to reinforce students participation and attendance as well as for parents' activities

**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.

-All funding sources will be consolidated to create a balance in addressing needs as well as building strengths in our student body in order to maximize potential and afford greater opportunities to improve student achievement in our school. Schedules, training, staffing and resources will be aligned to meet needs and to strengthen program implementation in order to maximize outcomes, Professional Development for classroom teachers and extended day buddies in ELA provided by the Assistant Principal, Literacy Coach, CFN network, and consultants. Inquiry studies on ELA.

Funding sources from NYSTL, Title I, ARRA, Title III, TL Fair

Funding, will be used for staffing, before and after school programs, parent workshops, professional development and resources

- Teacher per session for afterschool Academic Intervention Program
- Additional classroom teachers in the early grades
- Math and Literacy coaches to provide professional development aligned to the Common Core State Standards

- Supplementary instructional materials for the ELL

*Professional Development for Teaching Staff:*

Learning Walks or Walkthroughs-Use teachers who consistently show high percentages of students reaching grade level expectations in DRA across years.

Intra-visitations

Goal Setting-Establishing school-wide routine of developing short term goals consistently as part of the curriculum

Meaningful feedback and purposeful assessments-Analyzing third grade ELA exam results, running records, Developmental Reading Assessments

Differentiated lessons to maximize learning opportunities

Use of consultants, Teacher Center

## 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: RTI

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**Goal:**

Develop Response to Intervention team, policy, and procedure that outlines a protocol for identifying and supporting students ensuring that interventions are matched strategically to student needs.

**Objective:**

The school will have a documented RTI process in place that outlines RTI protocols and identify students in each tier during the school year 2011-2012.

At least 30% or higher of the Tier II SWBAT move to Tier 1 by June 2012 based on the DRA tool

**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.

10X207 has become more proficient in its members' abilities to analyze data and determine next steps for individuals, subgroups, and the entire school. First, we recognize that in a data-driven society, our early childhood setting needed a more consistent way to monitor student progress. Although interim assessments are used to monitor student progress three times a year, we recognized that there was a great time lapse between assessments that was affecting instruction. In an effort to improve this area of need, in 2010-2011, teachers spent a significant amount of professional development opportunities learning how to take a running record, analyze it, and use it to improve instruction. This year we have included a school-wide plan whereby teachers are expected to complete running records and analyze them to determine next steps for individuals and groups rather than waiting for the interim assessments. This will further support teachers with obtaining hard data to modify instruction at a quicker rate. In addition, school leaders are working towards developing a consistent way to assess students' mastery of unit goals at the end of each unit of study in each subject area. Second, we have become faster at identifying students "at-risk" and linking them to additional services. This year, our coaches have organized two services (Extended Day and Project Read) in an effort to support students' mastery of Literacy skills. During Extended Day, students will receive direct instruction in an early intervention remedial program and teachers will monitor student growth every three weeks. In response to the Learning Environment Survey, where parents indicated they would like to see more programs to support their children, we have started the Project Read program earlier in the year and have targeted our Tier II (students' at-risk) to receive this additional structured support. It is our intention that these supports and progress monitoring tools will improve instruction that will ultimately increase the amount of students from level 2 to level 3 on the DRA analysis. Using the data from the Learning Environment Survey and Online Occurrence Reporting System, our school needs to devise a school-wide positive behavior intervention system to further improve school culture and student development. We are in the beginning stages of devising a rewards system to further build character and positive behaviors. We need to make this a school-wide effort so as to decrease our number of incidences no matter how small they may be.

Finally, our school needs to improve its attendance rating. In 2010-2011 our school attendance was at 90.4%. In an effort improve the attendance rating to meet city-wide expectations (92%) our school has included a blue ribbon day. Classes that receive the highest attendance rates for the day receive a blue ribbon. These blue ribbons will add up to a class prize. In addition, the attendance committee meets bi-weekly to monitor progress and target families so that more students can participate in the planned instruction for the day.

The following school data was used to construct the Needs Assessment:

- Progress Report 2010-2011

- Learning Environment Survey 2010-2011
- Developmental Reading Assessment (DRA-2) 2010-2011
- Everyday Mathematics Baselines 2010-2011
- Writing Baselines 2010-2011
- Administrative Feedback 2010-2011

**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:

strategies/activities that encompass the needs of identified student subgroups, staff and other resources used to implement these strategies/activities, steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities, timeline for implementation.

September 2011 to June 2012

The RTI Team will be represented at three RTI professional development conferences during the course of the year, led by the network and used to establish the professional development needed by school staff. The training will develop capacity in the following areas:

On-going Monitoring of students' attendance to assess impact on RTI implementation.

Develop and build capacity in key teachers and model their best practice throughout the school through the use of the inquiry model of action research.

Using the DRA as a screening tool (BOY, MOY, EOY) relevant to the skills being tested and the age/grade level of the student being assessed based on the curriculum aligned with the State learning standards.

Yearly, school-wide schedule for screening procedures to ensure that the screenings are completed consistently and reliably.

Provide school-wide training as needed focusing on standardized administration of screening tool(s) and interpretation of results.

Identify students who fall below the established cut-point or benchmark.

Monthly progress monitoring to confirm students' risk status on school-wide screening by conducting interim monitoring cycles of the student's response to the Tier 1 core instructional program.

Use results of the progress monitoring to inform instructional effectiveness and the need for changes in instruction or intervention of ELLs and students with special needs.

Use instructional strategies such as ESL methodology in all tiers (support is provided when needed to help rule out limited English proficiency or lack of appropriate instruction as causes of learning difficulties).

Implement evidenced-based practices/interventions shown to be effective and validated for ELLs and students with special needs.

The RTI team will review screening and progress monitoring results to determine what changes or interventions are appropriate for the students identified.

The school-based RTI Team will meet with Network support staff to establish or enhance best practices in the area of RTI.

Individual classroom teachers will use classroom and assessment data to make instructional adjustments and monitor progress over time for all students.

- Accountable talk structures to build student reading comprehension
- Differentiated instruction and use of literacy centers to target student reading needs
- Workshop model of instruction to support effective teaching routines
- Use of Making Meaning and Sidewalks intervention Programs to supplement reading instruction
- Targeted small group/guided reading instruction daily
- Alignment of instruction to CCLS based reading curriculum

Extended day Program and Project Read (before and after school programs) for additional support for at risk students

RTI teams will establish protocols for:

- Conducting meetings
- Sorting and resorting students into one of three tiers
- Progress monitoring
- Communicating with and involving teachers, parents and related service providers
- Prescribing, assessing and tracking interventions

Ongoing discussions about assessments, curriculum and instruction during SLT, RTI core and cabinet meetings.

**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.

- Workshops providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- Informational sessions sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- Communication is on-going when we monitor students' attendance, homework sheets, curriculum overviews, publish and theme celebrations on a consistent basis by notifying parents to ensure students' participation in the targeted programs designed for the students' academic progression.

**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

becomes highly qualified, in order to achieve this goal.

-Our school's has a low turn-over rate of teachers and we maintain this status by affording on-going professional development opportunities, teacher teams collaborations, intra as well as inter-visitations, peer to peer collaboration, coaches as well as administrative support in embracing and extending our instructional initiatives and expectations, and establishing common preparation & lunch periods for networking. Our coaches and consultants work with teachers in cycles throughout the year focused on the needs as well as initiatives for the year. Teachers also use the services of the DOE professional development opportunities, UFT teacher center established at the school as well as any coursework which they may need.

#### **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.

Service and program coordination will be aligned with the city, state & federal mandates in order to implement programs and maximize our resources, materials and support for students' cognitive and affective domains. This will account and provide greater guarantees that the assessments and curriculum are aligned to measure as well as meet students' needs. Also the staff will have availability to the use the resources to maximize instructional opportunities for all students.

For example some of the following are in existence to support this work.

- Pre K program focusing on improving the oral language abilities, emergent literacy skills that ELLs will need in order to ensure a successful transition to the lower elementary school grades
- Reduced Class size in the lower grades
- After school Academic Intervention Program
- Family Literacy Program for ELL parents
- Extended Day Program for literacy Tier II support
- STH are provided with materials or additional support.
- Messaging system to reinforce students participation and attendance as well as for parents' activities opportunities for all students.

#### **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.

-All funding sources will be consolidated to create a balance in addressing needs as well as building strengths in our student body in order to maximize potential and afford greater opportunities to improve student achievement in our school. Schedules, training, staffing and resources will be aligned to meet needs and to strengthen program implementation in order to maximize outcomes, Professional Development for classroom teachers and extended day buddies in ELA provided by the Assistant Principal, Literacy Coach, CFN network, and consultants. Inquiry studies on ELA.

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Funding, will be used for staffing, before and after school programs, parent workshops, professional development and resources

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*Professional Development for Teaching Staff:*

Learning Walks or Walkthroughs-Use teachers who consistently show high percentages

of students reaching grade level expectations in DRA across years.  
Intra-visitations  
Goal Setting-Establishing school-wide routine of developing short term goals consistently as part of the curriculum  
Meaningful feedback and purposeful assessments-Analyzing third grade ELA exam results, running records, Developmental Reading Assessments  
Differentiated lessons to maximize learning opportunities  
Use of consultants, Teacher Center

### **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 Math**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Goal: To improve students' achievement in mathematics using problem solving.

Objective: 30% or more of the Level I SWBAT more to Level 2 or higher by June 2012 using the school based Cumulative Math Assessment.

#### **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.

10X207 has become more proficient in its members' abilities to analyze data and determine next steps for individuals, subgroups, and the entire school. First, we recognize that in a data-driven society, our early childhood setting needed a more consistent way to monitor student progress. Although interim assessments are used to monitor student progress three times a year, we recognized that there was a great time lapse between assessments that was affecting instruction. In an effort to improve this area of need, in 2010-2011, teachers spent a significant amount of professional development opportunities learning how to analyze interim math data, using unit test and problem solving quizzes to improve instruction. This year we have included a school-wide plan whereby teachers are expected to complete progress monitoring by topic and analyze in order to support students needs and strengths for grouping and/or differentiated instruction. This will further support teachers with obtaining hard data to modify instruction at a quicker rate. In addition, school leaders are working towards developing a consistent way to assess students' mastery of unit goals at the end of each unit of study in each subject area. Second, we have become faster at identifying students "at-risk" and linking them to additional services. This year, our coaches have organized before and afterschool services in an effort to support Tier II students. During Extended Day, students will receive direct instruction in an early intervention remedial program and teachers will monitor student growth. In response to the Learning Environment Survey, where parents indicated they would like to see more programs to support their children, we have started an afterschool program earlier in the year and have targeted our Tier II (students' at -risk) to receive this additional structured support. It is our intention that these supports and progress monitoring tools will improve instruction that will ultimately increase the amount of students from level 1 to level 2 on the math cumulative assessment. Using the data from the Learning Environment Survey and Online Occurrence Reporting System, our school needs to devise a school-wide positive behavior intervention system to further improve school culture and student development. We are in the beginning stages of devising a rewards system to further build character and positive behaviors. We need to make this a school-wide effort so as to decrease our number of incidences no matter how small they may be.

Finally, our school needs to improve its attendance rating. In 2010-2011 our school attendance was at 90.4%. In an effort improve the attendance rating to meet city-wide expectations (92%) our school has included a blue ribbon day. Classes that receive the highest attendance rates for the day receive a blue ribbon. These blue ribbons will add up to a class prize. In addition, the attendance committee meets bi-weekly to monitor progress and target families so that more students can participate in the planned instruction for the day.

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### **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:

strategies/activities that encompass the needs of identified student subgroups,

staff and other resources used to implement these strategies/activities,

steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

timeline for implementation.

- Differentiated Math lessons that address the learning styles of the students
- Increased use of technology to support differentiation
- Differentiated follow-up activities that meet specific needs
- Grouping according to need in specific Strands (as determined by Initial Assessment, and adjusted as further assessment facilitates updated re-evaluation)
- Unit Assessments to track interim progress and allow for adjustment of planning
- Interim Assessments of problem solving
- Student Reflection based on the problem solving rubric.
- Presentation of math vocabulary in context
- Reinforcement of math vocabulary through appropriate daily usage
- Further reinforcement of math vocabulary through a "Word Wall" displayed in the classroom and used as a daily reference
- Implementation of a daily "Math Message"
- Daily revisiting of topics during the "Warm Up" portion of the Workshop model lesson
- Homework assignments that provide suitable reinforcement
- Use of a supplementary text, Math Steps, to strengthen basic skills
- Implementation of a school-developed series of lessons geared at improving student-performance in mathematical problem solving
- Use of suitable Test Prep material so that test format is not an obstacle to student performance in mathematical assessments
- Coaches math lab sites cycles to work with teachers
- Teacher teams focusing on students' work, analysis of interim and benchmarks assessments results and lesson planning
- Horizontal and vertical grade meetings, collegial conversations and sharing of best practices and data results.

- Math Calendar and Problem Solving activities
- Math Workshop period
- Lesson plans for whole group and small group instruction based on students' needs and strengths
- Student goal setting
- Teacher teams
- Administering Cumulative Math Assessment in the BOY, MOY, and EOY.
- Ongoing discussions about assessments, curriculum and instruction during SLT, RTI core and cabinet meetings.

**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.

Workshops providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;  
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**Strategies for attracting Highly Qualified Teachers (HQT)**

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**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.

Service and program coordination will be aligned with the city, state & federal mandates in order to implement programs and maximize our resources, materials and support for students' cognitive and affective domains. This will account and provide greater guarantees that the assessments and curriculum are aligned to measure as well as meet students' needs. Also the staff will have availability to the use the resources to maximize instructional opportunities for all students.

For example some of the following are in existence to support this work.

- Pre K program focusing on improving the oral language abilities, emergent literacy and math skills that ELLs will need in order to ensure a successful transition to the lower elementary school grades
- Reduced Class size in the lower grades
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- Extended Day Program for literacy Tier II support
- STH are provided with materials or additional support.
- Messaging system to reinforce students participation and attendance as well as for parents' activities

**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.

-All funding sources will be consolidated to create a balance in addressing needs as well as building strengths in our student body in order to maximize potential and afford greater opportunities to improve student achievement in our school. Schedules, training, staffing and resources will be aligned to meet needs and to strengthen program implementation in order to maximize outcomes, Professional Development for classroom teachers and extended day buddies in ELA provided by the Assistant Principal, Literacy Coach, CFN network, and consultants. Inquiry studies on ELA.

Funding sources from NYSTL, Title I, ARRA, Title III, TL Fair

Funding, will be used for staffing, before and after school programs, parent workshops, professional development and resources

- Teacher per session for afterschool Academic Intervention Program
- Additional classroom teachers in the early grade
- Math and Literacy coaches to provide professional development aligned to the Common Core State Standards
- Supplementary instructional materials for the ELL

*Professional Development for Teaching Staff:*

Learning Walks or Walkthroughs-Use teachers who consistently show high percentages of students reaching grade level expectations in DRA across years.

Intra-visitations

Goal Setting-Establishing school-wide routine of developing short term goals consistently as part of the curriculum

Meaningful feedback and purposeful assessments-Analyzing third grade ELA exam results, running records, Developmental Reading Assessments

Differentiated lessons to maximize learning opportunities

Use of consultants, Teacher Center

### 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: Theme**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Goal: To improve the second grade students' use of informational text in the content areas.

Objective: 30% or more of Level 1 SWBAT move at least to Level 2 or higher based on the Cumulative Theme Assessment by June 2012.

#### **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.

10X207 has become more proficient in its members' abilities to analyze data and determine next steps for individuals, subgroups, and the entire school. First, we recognize that in a data-driven society, our early childhood setting needed a more consistent way to monitor student progress. Although interim assessments are used to monitor student progress three times a year, we recognized that there was a great time lapse between assessments that was affecting instruction. In an effort to improve this area of need, in 2010-2011, teachers spent a significant amount of professional development opportunities creating end of unit assessments.

This year we have included a school-wide plan where by teachers are expected to complete the unit assessments and analyze them to determine next steps for individuals and groups rather than waiting for the interim assessments. This will further support teachers with obtaining hard data to modify instruction at a quicker rate. In addition, school leaders are working towards developing a consistent way to assess students' mastery of unit goals at the end of each unit.

Second, we have become faster at identifying students "at-risk" and linking them to additional services. This year, our coaches have organized before and afterschool services in an effort to support students' mastery of Literacy skills in informational text. During Extended Day, students will receive direct instruction in an early intervention remedial program and teachers will progress monitor student growth. In response to the Learning Environment Survey, where parents indicated they would like to see more programs to support their children, we have started the Project Read program earlier in the year and have targeted our Tier II (students' at -risk) to receive this additional structured support. It is our intention that these supports and progress monitoring tools will improve instruction that will ultimately increase the amount of students from level 1 to level 2 on the Cumulative Theme Assessment. Using the data from the Learning Environment Survey and Online Occurrence Reporting System, our school needs to devise a school-wide positive behavior intervention system to further improve school culture and student development. We are in the beginning stages of devising a rewards system to further build character and positive behaviors. We need to make this a school-wide effort so as to decrease our number of incidences no matter how small they may be.

Finally, our school needs to improve its attendance rating. In 2010-2011 our school attendance was at 90.4%. In an effort improve the attendance rating to meet city-wide expectations (92%) our school has included a blue ribbon day. Classes that receive the highest attendance rates for the day receive a blue ribbon.

These blue ribbons will add up to a class prize. In addition, the attendance committee meets bi-weekly to monitor progress and target families so that more students can participate in the planned instruction for the day.

The following school data was used to construct the Needs Assessment:

- Progress Report 2010-2011
- Learning Environment Survey 2010-2011
- Developmental Reading Assessment (DRA-2) 2010-2011
- Everyday Mathematics Baselines 2010-2011
- Writing Baselines 2010-2011
- Administrative Feedback 2010-2011

### **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:

strategies/activities that encompass the needs of identified student subgroups,

staff and other resources used to implement these strategies/activities,

steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

timeline for implementation.

September 2011 to June 2012

- Daily period for theme using project based learning
- Teacher teams will build on existing curriculum maps by reviewing NYC/ NYS standards and align content across the theme units of study
- Continue to implement project based assessments to capture students' learning outcomes of units of study
- Develop checklists, criteria and /or rubrics to measure standards based criteria of project based, Unit and cumulative assessments.
- Use portfolios to collect student work that meet specified standards of units of stud
- Create record sheets to track and record student growth of relevant performance indicators as per the NYC & NYS standards
- Continue to refine the existing cumulative assessment tool that combines the unit assessments and select questions or activities that provide an overall measure of students' yearlong learning and alignment to the CCLS.
- Teachers will administer the cumulative exam at BOY, MOY and the EOY to review results with the objectives of measuring growth and evidence of overall learning as per the NYC /NYS standards, as well as compare and contrast findings in order to take next steps.
- Ongoing discussions about assessments, curriculum and instruction during SLT, RTI core and cabinet meetings.

### **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.

Workshops providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;  
Informational sessions sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;  
Communication is on-going when we monitor students' attendance, homework sheets, curriculum overviews, publish and theme celebrations on a consistent basis by notifying parents to ensure students' participation in the targeted programs designed for the students' academic progression.

**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.  
Our school's has a low turn-over rate of teachers and we maintain this status by affording on-going professional development opportunities, teacher teams collaborations, intra as well as inter-visitations, peer to peer collaboration, coaches as well as administrative support in embracing and extending our instructional initiatives and expectations, and establishing common preparation & lunch periods for networking. Our coaches and consultants work with teachers in cycles throughout the year focused on the needs as well as initiatives for the year. Teachers also use the services of the DOE professional development opportunities, UFT teacher center established at the school as well as any coursework which they may need.

**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.  
Service and program coordination will be aligned with the city, state & federal mandates in order to implement programs and maximize our resources, materials and support for students' cognitive and affective domains. This will account and provide greater guarantees that the assessments and curriculum are aligned to measure as well as meet students' needs. Also the staff will have availability to the use the resources to maximize instructional opportunities for all students.  
For example some of the following are in existence to support this work.

- Pre K program focusing on improving the oral language abilities, emergent literacy skills that ELLs will need in order to ensure a successful transition to the lower elementary school grades
- Reduced Class size in the lower grades
- After school Academic Intervention Program
- Family Literacy Program for ELL parents
- Extended Day Program for literacy Tier II support
- STH are provided with materials or additional support.
- Messaging system to reinforce students participation and attendance as well as for parents' activities

**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.  
-All funding sources will be consolidated to create a balance in addressing needs as well as building strengths in our student body in order to maximize potential and afford greater opportunities to improve student achievement in our school. Schedules, training, staffing and resources will be aligned to meet needs and to strengthen program implementation in order to maximize outcomes, Professional Development for classroom teachers and extended day buddies in ELA provided by the Assistant Principal, Literacy Coach, CFN network, and

consultants. Inquiry studies on ELA.

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*Professional Development for Teaching Staff:*

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Intra-visitations

Goal Setting-Establishing school-wide routine of developing short term goals consistently as part of the curriculum

Meaningful feedback and purposeful assessments-Analyzing third grade ELA exam results, running records, Developmental Reading Assessments

Differentiated lessons to maximize learning opportunities

Use of consultants, Teacher Center

**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>	78	36	N/A	N/A		1	2	0
<b>1</b>	132	128	N/A	N/A		2	5	0

2	56	54	N/A	N/A		2	4	0
3			N/A	N/A				
4								
5								
6								
7								
8								
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:  
 type of program or strategy (e.g., Wilson, Great Leaps, etc.),  
 method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),  
 when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
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<b>ELA</b>	<p>Before and after school</p> <p>Project Read: focus on literacy using Making Meaning and Side street programs.</p> <p>Extended day: focus on double dose foundations</p> <p>During school</p> <p>Small group teacher directed targeted instruction and 1-to- 1 conferences as well as differentiated instruction.</p>
<b>Mathematics</b>	<p>Small group instruction teacher directed instruction during class time focusing on problem solving strategies and number conservation to strengthen addition and subtraction operations as well as differentiated instruction.</p>
<b>Science</b>	<p>Students in the classroom using inquiry based learning to work in small groups with peer support or teacher directed. The students engage on hands on activities and content materials geared towards their instructional level.</p>
<b>Social Studies</b>	<p>Students working on project based learning in the classroom utilizing differentiated instruction in small groups in the immersion of the content information. Therefore increasing their use of language and content knowledge by expressing through oral and written language in the presentations of their projects.</p>
<b>At-risk Services provided by the Guidance Counselor</b>	<p>No guidance counselor.</p>
<b>At-risk Services provided by the School Psychologist</b>	<p>Psychologist may work with students during the day in 1-to-1 situations. She evaluates the situation(s) that may warrant student behavior. She will address the behavior as well as provide follow up in the classroom by giving the teacher additional strategies to monitor behavior.</p>
<b>At-risk Services provided by the Social Worker</b>	<p>Social worker works with students during the day either 1-to-1 or in small groups related to the social or emotional necessities of the students. She will use strategies to strengthen socialization skills or emotional needs that the students may be requiring. She uses play and other strategies in dealing with the children.</p>
<b>At-risk Health-related Services</b>	<p>NA</p>

## **DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. 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.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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### **PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

#### ***SCHOOL-PARENT COMPACT***

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

#### **School Responsibilities**

*Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:*

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;  
arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;  
respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;  
providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;  
involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;  
providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;  
ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;  
notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;  
arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;  
planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

*Provide general support to parents by:*

creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;  
assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);  
sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;  
supporting parental involvement activities as requested by parents;  
ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;  
advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

**Parent/Guardian Responsibilities:**

monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;  
ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;  
check and assist my child in completing homework tasks, when necessary;  
read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);

set limits to the amount of time my child watches television or plays video games;  
promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;  
encourage my child to follow school rules and regulations and discuss this Compact with my child;  
volunteer in my child's school or assist from my home as time permits;  
participate, as appropriate, in the decisions relating to my child's education;  
communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;  
respond to surveys, feedback forms and notices when requested;  
become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;  
participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;  
take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;  
share responsibility for the improved academic achievement of my child;

**Student Responsibilities:**

attend school regularly and arrive on time;  
complete my homework and submit all assignments on time;  
follow the school rules and be responsible for my actions;  
show respect for myself, other people and property;  
try to resolve disagreements or conflicts peacefully;  
Always try my best to learn.

**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 [i](#).

**Part I: School ELL Profile**

**A. School Information** [i](#)

Cluster Leader/Network Leader <b>Debra Maldonado/Ben Waxman</b>	District <b>10</b>	Borough <b>Bronx</b>	School Number <b>207</b>
School Name <b>P.S. 207</b>			

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

Principal <b>Maria J. Rosado</b>	Assistant Principal <b>Leigh Betancourt</b>
Coach <b>Diane Carrero, Literacy</b>	Coach <b>Janet Parry, Mathematics</b>
ESL Teacher <b>Jong Suk Pressey</b>	Guidance Counselor <b>Ruth Torres, Social Worker</b>
Teacher/Subject Area <b>Alexandra Kravitz, Data</b>	Parent <b>type here</b>

Teacher/Subject Area <b>Maria Garcia, K/1 Bil. Sp. Ed.</b>	Parent Coordinator <b>Alexander Rodriguez</b>
Related Service Provider <b>Carmen Arias, Bilingual Speech</b>	Other <b>type here</b>
Network Leader <b>Ben Waxman</b>	Other <b>type here</b>

### 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>2</b>	Number of certified bilingual teachers	<b>6</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>1</b>		

### D. School Demographics

Total number of students in school	<b>402</b>	Total Number of ELLs	<b>169</b>	ELLs as share of total student population (%)	<b>42.04%</b>
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## Part II: ELL Identification Process

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

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

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

1. Our ESL teacher has permanent TESOL certification, an ESL license, as well as a common branch license for Pre-k to 6th grade. At registration, the parent/guardian of every newly enrolled child that enters a New York City public school for the first time must fill out a HLIS. If the HLIS is not available in the parent's home language, we seek out the assistance of the Translation and Interpretation Unit and administer the English version. Our ESL Teacher is present to assist and review the Home Language Surveys of all newly enrolled students. If the parent/guardian checks "other" at least once in items 1-4 and at least twice in questions 5-8, then the child is eligible for LAB-R testing after an informal interview. If "other" is checked in item #5 and all others are checked "English" in 5-8, then the Principal, AP or pedagogue should establish home language based on the interview. LAB-R is administered within ten days of being a first time registrant to the NYC public school system. Once the LAB-R is administered, Ms. Pressey refers to Assessment Memorandum 2 that provides a table with the LAB-R cut scores. The ESL teacher, Ms. Pressey then makes the OTELE (Other Than English Language Exposure) determination, and completes all portions of the HLIS and signs it, filing it in the student's cumulative record folder while keeping a copy for monitoring purposes. At some point, the ESL teacher takes time to update and file the Home Language Surveys of the newly admitted students and prior ELL students, ensuring accuracy by rechecking students' information. If the student does not pass the LAB-R in English, it is then administered in Spanish (If the child is Hispanic). Once the LAB-R score is determined to be a score that is not a passing one, parents of that child will receive an entitlement letter that also states the LAB-R score and the three different program models that parents can choose from. The parent is notified in writing of their child's status as an ELL and is invited to come in and view the Parent Orientation video for Parents of Newly Enrolled English Language Learners. After making their program model choice, parent will receive a Placement Letter. Parents of those students who pass the LAB-R will receive a Non-Entitlement Letter.

Scores of ELL students who are administered the NYSESLAT are analyzed and any student that scores proficient on all strands will be flagged for parent communication of a non-entitlement letter or non-entitlement transitional letter. Letters are sent out and followed up on with a phone call from our Parent Coordinator or the ESL teacher. Those students that did not test out will receive an entitlement letter if they are new to the New York City public school system and are classified as ELLs or a continued entitlement letter each year. All documents are updated in child's cumulative record folder yearly.

2. The ESL teacher is responsible for planning and organizing the Kindergarten Parents' Orientation. In addition, parents of any child that has come to our school as a first time NYCDOE registrant in grades 1 and 2 are invited to inform them about their choices. Informational letters outlining this process are sent in the native languages based on the demographic information. We make arrangements for the parents to come to the orientation to explain their child's rights with respect to the program and the purpose of the orientation. We provide the necessary translators to make sure they understand what program they are signing up for and to answer any questions they may have. Once they are identified as an ELL student from the RLAT and RNMR reports generated from ATS, parents of those students will receive notice of the continuum service of ESL or Bilingual/ESL while attending our school or until the student

has tested out from the NYSESLAT. Parents of children who test out will receive Non-Entitlement Letters or Non Entitlement Transitional Letters.

NYSESLAT scores will indicate what level the student is at and whether he/she is a beginner, intermediate, transitional or advanced ELL. These scores are then converted into a scale score using the NYSESLAT raw score conversion chart to see whether they need additional support in the Listening, Speaking, Reading or Writing components.

3. Parents are invited to view the video which highlights the programs available for ELLs. There is also a period of questions and answers to ensure parent's understand the options being offered to them for their children.

After viewing the Survey and Choice Form for every English Language Learner, parents will fill out and sign the Parent Choice Form. These forms are filled out on site to ensure that there is proper documentation on file for every English Language Learner.

**This school serves the following grades (includes ELLs and EPs)**  K  1  2  3  4  5  6  7  8  9  10  11  12

Check all that apply

Parents are contacted via U.S. mail as well contacted by the school, through phone calls by other bilingual staff to set up appointments that accommodate parent's schedules so this process can be expedited. Once the process is completed of viewing the video, and after all questions and answer are addressed, forms are given to the parents. These forms upon completion, are secured and kept on file. The child is placed in a TBE or a monolingual class with ESL services, according to the choice of program the parent has opted for. If parents do not choose an ELL program, the default is bilingual education. However, we do everything possible to accommodate parental request and keep a file of parents names and their requests. We communicate to them that if other options ever open or are added on in our school we will inform them immediately.

4. Once the parent has made their choice as to which program they want for their child, students are placed in their respective classes for the school year, either a Bilingual class or a monolingual class with ESL services. During parent orientation after parents view the video that explains all of their options they are allowed to make their choice and fill out the Parent Choice Form. Once this is filled out, the parent will receive a placement letter and an entitlement letter on the spot if they are new to the NYC public school system. If the child passed the LAB-R, the parent will receive a Non-Entitlement letter via student backpack, a formal appointment with Ms. Pressey and lastly, U.S. mail return receipt requested if all else fails. Parents of ELL students who took the NYSESLAT exam will receive a letter stating what their child scored and whether they will receive ESL or Bilingual/ESL service or not based on their test score. ELL students who are placed in the monolingual class at parental request will also receive a letter indicating that these students will receive ESL services by Mrs. Pressey, ESL teacher. Students who are in the Bilingual classes will continue in the TBE class. All documents are checked off on a master list for that child as they are returned. All original documents for that child are placed in the child's cumulative record folder and a copy is kept in a binder filed by class in the Assistant Principal's office.

5. Over the last two years, the program choice has been higher for ESL services. This year however, 18 parents of new students chose ESL and 34 parents of new students chose Bilingual classes.

6. Our program models are aligned with parent requests. Should a need arise, we will work closely with the parent to accommodate the parent's choice. Parental choice is honored 100% of the time. In addition, we have a file set up with names of parents and children who

would have preferred a different choice. In the event that we can accommodate them at some point in the future, we will notify them.

## 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 <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	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	Total #
<b>Transitional Bilingual Education</b>  (60%:40% → 50%:50% → 75%:25%)	1	2	2											5
<b>Dual Language</b>  (50%:50%)														0

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Freestanding ESL														
Self-Contained		1												1
Push-In	2	2	2											6
<b>Total</b>	<b>3</b>	<b>5</b>	<b>4</b>	<b>0</b>	<b>12</b>									

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	169	Newcomers (ELLs receiving service 0-3 years)	169	Special Education	20
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	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	90	0	20	0	0	0	0	0	0	90
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	79	0	20	0	0	0	0	0	0	79
<b>Total</b>	<b>169</b>	<b>0</b>	<b>40</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>169</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**

	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>TOTAL</b>
Spanish	25	23	36											84
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>25</b>	<b>23</b>	<b>36</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>84</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 L	EP																		
Spanish	0	0	0	0	0	0													0	0
Chinese	0	0	0	0	0	0													0	0
Russian	0	0	0	0	0	0													0	0
Korean	0	0	0	0	0	0													0	0
Haitian	0	0	0	0	0	0													0	0
French	0	0	0	0	0	0													0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

**Dual Language (ELLs/EPs)**

**9-12**

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

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

**This Section for Dual Language Programs Only**

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

Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 0

Asian: 0

Hispanic/Latino: 0

Native American: 0

White (Non-Hispanic/Latino): 0

Other: 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
Spanish	16	13	10											39
Chinese	1	2	1											4
Russian														0
Bengali														0
Urdu														0
Arabic			1											1
Haitian														0
French		1												1

## 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
Korean														0
Punjabi														0
Polish														0
Albanian	1													1
Other														0
<b>TOTAL</b>	<b>18</b>	<b>16</b>	<b>12</b>	<b>0</b>	<b>46</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. Programming and Scheduling Information

- 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?

1A) There are three bilingual, regular education classes and two bilingual special education classes. We have an ESL self contained class as well as an ESL push-in and pull out program for ELL students in grades K-2. We also have hired additional bilingual licensed teachers in addition to the ones already teaching bilingual classes.

The mandated number of instructional minutes is prescribed homogeneously based on proficiency levels. Beginning and intermediate students receive 360 minutes weekly of ESL instruction and Transitional and Advanced students receive 180 minutes weekly using ESL methodologies such as (CALLA and TPR) and differentiated instruction. Lessons are differentiated according to product, process or content as well as students' readiness levels, interests, and learning preferences. Differentiation would touch upon one or all of the following modalities: kinesthetic, tactile, auditory or visual learning styles via classroom activities designed to meet their their needs. In planning lessons, varying background knowledge, environment, materials, method of presentation, student practice and evaluation are tailored to the differing abilities within each classroom.

Teachers with students in the monolingual and bilingual classrooms implement the literacy and math workshop model in their classrooms. These models allow teachers to work with students on an individual basis, in small group instruction, and on whole class lessons. The teachers utilize a literature based program where illustrations match the text. In the content area the teacher uses inquiry and project-based learning activities. These require visuals and using hands-on manipulatives to build comprehension for English Language Learners, and their monolingual peers. Learning activities are planned to scaffold the students' learning from previously mastered material to new concepts. The needs of the ELLs are addressed in the school by giving them equality and equity in all school activities and also providing services that meet their needs and build on their strengths.

The bilingual classroom teachers possess Bilingual certification in order to service their population of English Language Learners. Bilingual and ESL teachers also have common preps to plan, receive staff development, and discuss issues that may affect, specifically, the ELL population. There are preps and lunch periods given throughout the week that allow the teachers to plan with each of the grades (monolingual counterparts) represented in their classroom.

In the Bilingual classes, we allocated 5 periods for native language instruction during the literacy block, starting in Kindergarten and reducing the literacy block to two periods a week by grade two. The other periods of the literacy block during the week are in English. As in the Monolingual classrooms, the components of the literacy block are followed. Those components may include: (1) Independent

## A. Programming and Scheduling Information

Reading: Students read a book at their independent level and the teacher confers with students during this time. (2) Interactive Writing: Teacher and children compose messages using a "shared pen" technique that involves children in the writing. (3) Shared Reading / Read Aloud: The teacher chooses a text, usually grade level or one grade higher, and reads aloud the text to the class. The teacher models fluent reading behavior, and the skills, strategies and habits of good readers. (4) Guided Reading: The teacher leads small group instruction based on assessment results. Classroom Libraries consist of children's literature, including fiction, poetry and non-fiction books that appeal to a variety of different interests, and better engage students in reading and writing. In the bilingual classrooms, there are libraries of Spanish books in addition to libraries of English books. Also, materials to support word study are provided in Spanish and English, e.g., word walls, letter charts. Technology is infused into all classrooms with bilingual software, desktop computers, smart boards, document cameras and some laptops to support varying learning styles.

Our English Language Learners participate in our Extended Day Morning Program where the instructional focus this year is on Double Dose Foundation's. During this time, students receive targeted intervention. English Language Learners are also part of our After School program where the instructional focus is literacy based. English Language Learners that have reached proficiency on the NYSESLAT will receive transitional support of one additional period of ESL instruction from the ESL teacher. English Language Learners in our school are afforded the same opportunities as any other child in our school. In addition to being a part of our After School Literacy Program, we also have a Dance Club underway and a school chorus.

2. The mandated number of instructional minutes is prescribed based on proficiency levels. Beginning and intermediate students receive 360 minutes weekly of ESL instruction and Transitional and Advanced students receive 180 minutes weekly using ESL methodologies (CALLA and TPR) and differentiated instruction. Each teacher has a schedule posted which indicates the subject area being taught during that time period. In the TBE bilingual classes, the schedule indicates the language of instruction for each subject area and the time frame for each period. In the monolingual classes with ELL students, the ESL periods are indicated based on the entitled instructional minutes for ESL.

a. As stated earlier, the teacher's posted schedule indicates the instructional minutes allotted for every period. On each teacher's schedule the subject area is indicated as well. In the TBE bilingual classes, the schedule indicates the language of instruction for each subject area and the time frame for each period. In the monolingual classes with ELL students, the ESL periods are indicated based on the entitled instructional minutes for ESL. In the Bilingual classes, we allocated 5 periods for native language instruction (NLA) during the literacy block, starting in Kindergarten and reducing the literacy block to two periods a week by grade two. The other periods of the literacy block during the week are in English (ELA). As in the Monolingual classrooms, the components of the literacy block are followed. Those components may include: (1) Independent Reading: Students read a book at their independent level and the teacher confers with students during this time. (2) Interactive Writing: Teachers and children compose messages using a "shared pen" technique that involves children in the writing. (3) Shared Reading / Read Aloud: The teacher chooses a text, usually grade level or one grade higher, and reads the text aloud to the class. The teacher models fluent reading behavior, and the skills, strategies and habits of good readers. (4) Guided Reading: The teacher leads small group instruction based on assessment results. Classroom Libraries consist of children's literature, including fiction, poetry and non-fiction books that appeal to a variety of different interests, and better engage students in reading and writing. In the bilingual classrooms, there are libraries of Spanish books in addition to libraries of English books. In addition, materials to support word study are provided in Spanish and English, e.g., word walls, letter charts. Technology has been infused in the classrooms with bilingual software, desktop computers, smart boards, document cameras and some laptops to support their learning styles.

3. During math, instruction is in English using the CALLA approach. The math period follows the workshop model. It follows whole group instruction to introduce a concept/strategy or skill where students are afforded an opportunity to turn and talk and practice the concept/strategy or skill they were taught during that period or in past lessons. Students then go off to practice in a variety of structures set by the teacher which can include any of the following: teacher directed instruction, cooperative group work, independent work or peer

## A. Programming and Scheduling Information

collaboration. At the end of the period, students will have a turn to share the strategy or process in working out the math problem or computation. This allows them to fortify and practice their oral language and auditory skills. Students are afforded visuals and hands-on materials to practice math as they move from the concrete to the representational and finally, the abstract in order to support their conservation of mathematical skills/strategies or concepts.

During theme (CALLA) which may focus on either or both social studies and /or science content the students are engaged in project based or inquiry based instruction. They are introduced to the content using paralinguistics which support their varying language proficiencies during whole class instruction. In addition whenever possible, hands-on materials and visuals during teacher directed instruction, independent, peer or small group work are utilized as well. Our ELL students are also exposed to and engaged in four other specialty areas which include Art, Music, Science and Gym. Three out of the four specialty teachers are speakers of other languages which help support our ELL's.

4. English Language Learner's are assessed in their native language skills regularly in El Sol and EDL. In addition, we are implementing

### Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
a. SIFE-We are a Pre-K-2nd school and we currently do not have any SIFE students. If we were to receive SIFE students, appropriate planning to meet their developmental, linguistic and social needs would be paramount. They would be offered the support services and opportunities of any other English Llanguage Learner in our school. In addition, supplemental services would be offered as well.	100%	75%	50%
b. This is not applicable to our school we are a PreK-2nd grade schools and there's no ELA state or city testing.	50%	25%	0%
Dual Language			
d. This is not applicable to our school. we are PreK-2nd grade school.	100%	75%	50%
6. In alignment with Universal Design for Learning all students including ELL' s-SWD's benefit from participating in tasks that are engaging and aligned with students zone of proximal information and learning is maximized. In addition different modalities of learning-visual , kinesthetic	100%	75%	50%
Freestanding ESL			
component where teachers confer daily with different groups of students to assess individual learning and plan next steps for that child as well as the class as a whole.	100%	75%	50%
7. Students that are English Language Learners with disabilities are held to the same expectations as those without disabilities. The instructional approach may vary as per the students needs, IEP and learning modality. Students in self contained classes who may be performing on grade level in a particular academic area are mainstreamed into general education classes for that subject to address that particular student's strength.	100%	75%	50%
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

## Courses Taught in Languages Other than 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)
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. With respect to targeted interventions our school does the following: ELA-guided reading, Double Dose Foundations during Extended Day as well as during the school day, Project Read in English. In math and other content areas teachers work with small groups during instructional time on targeted concepts, skills and strategies in English as well .

9. Children that are in TBE classes and achieve a score of proficient on all strands of the NYSESLAT are provided with support for an additional two years. Parents are notified in writing that their child has passed the NYSESLAT and they receive a Non-Entitlement transitional letter. Parents of children in TBE classes can opt to have their child stay in a TBE class during the transition period. Parents of children in TBE that test out can also opt for a monolingual setting with ESL services. ELL students will also be able to participate in the Extended Day program as well as any after school or enrichment program during our regular school day.

10. All Kindergarten teachers are using the Mondo reading curriculum this year. In addition, Bilingual classes are utilizing the Estrellita native Language Reading Program.

11. At this time, we are not discontinuing any programs/services for ELLs.

12. English Language Learners are always invited to participate in any supplemental or after school program being offered in our school. In the mornings we offer Extended Day Double Dose Foundations, Project Read in the afternoons and ELL's also participate in our Enrichment after school programs, student council or any other program introduced in the school.

13. Currently, we have Smart Boards and document cameras in every classroom that teachers utilize as they infuse technology into the daily curriculum. In addition, there are desktop computers in all classrooms for children to work with to help strengthen their listening, speaking, reading and writing skills via various age-appropriate computer programs such as Scholastic Inc.'s, Clifford Learning.

In addition, we have a licensed Music teacher that currently teaches our students how to keyboard. Every child has access to his or her own keyboard and practices the fundamentals weekly under the guidance of our music teacher. Content area instructional materials include dictionaries, picture cards, flash cards as well as leveled instructional texts, articles, hands-on manipulatives as well as activities involving physical movement to reinforce concepts.

## 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. With respect to targeted interventions our school does the following: ELA-guided reading, Double Dose Foundations during Extended Day as well as during the school day, Project Read in English. In math and other content areas teachers work with small groups during instructional time on targeted concepts, skills and strategies in English as well .

9. Children that are in TBE classes and achieve a score of proficient on all strands of the NYSESLAT are provided with support for an additional two years. Parents are notified in writing that their child has passed the NYSESLAT and they receive a Non-Entitlement transitional letter. Parents of children in TBE classes can opt to have their child stay in a TBE class during the transition period. Parents of children in TBE that test out can also opt for a monolingual setting with ESL services. ELL students will also be able to participate in the Extended Day program as well as any after school or enrichment program during our regular school day.

10. All Kindergarten teachers are using the Mondo reading curriculum this year. In addition, Bilingual classes are utilizing the Estrellita native Language Reading Program.

11. At this time, we are not discontinuing any programs/services for ELLs.

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13. Currently, we have Smart Boards and document cameras in every classroom that teachers utilize as they infuse technology into the daily curriculum. In addition, there are desktop computers in all classrooms for children to work with to help strengthen their listening, speaking, reading and writing skills via various age-appropriate computer programs such as Scholastic Inc.'s, Clifford Learning.

In addition, we have a licensed Music teacher that currently teaches our students how to keyboard. Every child has access to his or her own keyboard and practices the fundamentals weekly under the guidance of our music teacher. Content area instructional materials include dictionaries, picture cards, flash cards as well as leveled instructional texts, articles, hands-on manipulatives as well as activities involving physical movement to reinforce concepts.

14. In our Transitional Bilingual Education Program, students develop their cognitive skills in their native language during their literacy periods in order to strengthen their L1 which will help them in their acquisition of English. There is an ESL component, as well as content area instruction using C.A.L.L.A. during math and theme periods. Our TBE program includes a Native Language Arts Program to assist in the development of communication and academic skills specifically focusing on reading, writing, listening and speaking in their native

## B. Programming and Scheduling Information--Continued

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9. Children that are in TBE classes and achieve a score of proficient on all strands of the NYSESLAT are provided with support for an additional two years. Parents are notified in writing that their child has passed the NYSESLAT and they receive a Non-Entitlement transitional letter. Parents of children in TBE classes can opt to have their child stay in a TBE class during the transition period. Parents of children in TBE that test out can also opt for a monolingual setting with ESL services. ELL students will also be able to participate in the Extended Day program as well as any after school or enrichment program during our regular school day.

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
<b>C. Schools with Dual Language Programs</b>			
<ol style="list-style-type: none"> <li>How much time (%) is the target language used for EPs and ELLs in each grade?</li> <li>How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?</li> <li>How is language separated for instruction (time, subject, teacher, theme)?</li> <li>What Dual Language model is used (side-by-side, self-contained, other)?</li> <li>Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?</li> </ol>			
We do not offer a Dual Language Program in our school.			

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

<b>D. Professional Development and Support for School Staff</b>			
<ol style="list-style-type: none"> <li>Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)</li> <li>What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?</li> <li>Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.</li> </ol>			
<p>1. Over the last few years, we have worked closely with Dr. Nancy Dubetz in assisting the bilingual teachers in their efforts to plan language and content objectives for their students, strengthen the alignment of language allocation across the grades and helping the teachers use native language to support second language instruction for their students. Dr. Dubetz is an expert in ESL methodology and has published nationally. Dr. Dubetz main framework last year was to assist teachers in meeting ESL standards in ways that are developmentally appropriate for children in grades K-2 using an analysis of the performance of their ELLs on Pre-Assessments designed by her. In addition, Dr. Dubetz assisted all personnel working with English Language Learners in developing their reading and writing skills to pass the NYSESLAT and facilitated the creation of opportunities for children to undertake differentiated reading and writing tasks that addressed their unique needs and meeting NYS ESL standards as measured by the NYSESLAT. This year, we will continue to support ELLs by doing a Pre-Assessment, identifying children who are developmentally ready to transition and can be more successful meeting the ESL standards as measured by the NYSESLAT if they receive extra, focused, small group practice. We will also be connecting strategies taught during the writing block of literacy to types of writing for NYSESLAT. Along with this, work will continue developing better listening comprehension needed for the NYSESLAT. Students will engage in practice where they would have to listen to an adult other than the teacher to respond to their questions and continue creating instructional opportunities for children to listen and respond to other native speaking adults. Assistant Principals, Educational Assistants, Social Workers, Special Education teachers, Psychologists, Occupational/Physical Therapists, Speech Therapists, our Secretary and our Parent Coordinator also receive support from our Estrellita consultant, CFN Specialist and NYCDOE OELL professional opportunities. In addition, staff is supported in house by our Math, Data and Literacy coaches, our Bilingual Social Worker and our Assistant Principals.</p> <p>2. We provide support for students who transition from 2nd grade to 3rd grade by working collaboratively with the staff of the schools they will be attending. There is articulation between our staff and the Guidance Counselors/ Administrators of those schools.</p> <p>3. Our experienced staff has previously received the Jose P training from our local school district office. Any new staff at PS 207 will receive Jose P. training either via DOE professional development opportunities, CFN or our consultant, Dr. Dubetz.</p>			

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## Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
3. How do you evaluate the needs of the parents?	100%
4. How do your parental involvement activities...	75%
1. Our Parent Association along with our Parent Coordinator have scheduled activities and workshops to bring guest speakers from the community to present topics of interest and need to programs and school life at PS 207 and recruiting...	50%
as well as literacy and other curriculum areas create opportunities for parents to join their children during the school day. Our annual school wide events such as Celebrating Families, Earth Day, Assemblies, Family Fun Night, Art Expo, Celebrating...	25%
	Dual Language

## 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. Our Parent Association along with our Parent Coordinator have scheduled activities and workshops to bring guest speakers from the community to present topics of interest and need to the parents, hold meetings to increase parent involvement, informational sessions about programs and school life at PS 207 and recruiting parents as school volunteers. There is a monthly calendar sent to parents outlining school and parent activities as well as a curriculum overview. The PA also has a bulletin board where pertinent information and special events is posted. Our school sends notices discussing upcoming events and curriculum activities during the month. Monthly schoolwide celebrations as well as literacy and culminating activities for other curriculum areas create opportunities for parents to join their children during the school day. Our annual school wide events such as Celebrating Families, Earth Day, Assemblies, Family Fun Night, Art Expo, Celebrating Cultural Diversity, Halloween Parade, 100 Days of School, Science Expo, Curriculum Orientation, PTC, Open School Week, Poem In Your Pocket, Award Ceremonies, Attendance ceremonies, etc. are well received and parents participate. Student Portfolio Share also offer the parents opportunities to partake in their child's school life. We continue strengthening our bonds with our families, our school staff provides on-going workshops that are math and literacy based supporting current units of study and other topics support parents with their child's learning at home. There is also a monthly workshop for parents of English Language Learners run by our ESL teacher where translations are provided. These workshops provide a review of the different units of study currently underway in our school, explained by subject and grade level. In these workshops, we address different topics of interest such as homework help, math games, test prep, read alouds and assistance in helping parents apply for a New York Public Library card. There is also a question and answer component. The math coach provides workshops for the parents on the current units with activities that parents can do at home to support their children. The Attendance Committee also holds bi-monthly workshops, and schedules individual meetings with parents regarding attendance issues. The Social Worker provide workshops for parents on Character Education and Discipline. The school Social Worker, CR teacher and our SST psychologist are bilingual which serves as a great resource in communicating and providing help to our parents.

2. Our school has partenered with the following Community Based Organizations to date: Literacy INC, RCSN-Resources for Children with Special Needs,

Hispanic Federation-Pathways to Academic Excellence and NYC Fire Department-Fire Safety.

3. Parents are surveyed at least once a year to compile input as to the types of supports they would like our school to offer through workshops. Topics vary from month to month and cover ESL, Literacy, Mathematics, Homework, School Policy, Special Education, Attendance in addition to many others. Also, at the end of every in-house workshop, parents are given an exit feedback sheet where they can rate the workshop they attended. On this sheet there is space for comments and there is always a question asking what types of topics they would be interested in having future workshop on. These sheets are reviewed by the presenter, parent coordinator and Administration.

4. Future planning of workshops is based upon parent feedback that addresses topics that parents have expressed interest in hearing and learning more about. In order to involve as much of our parents as possible we try to make the topics of interest and relevant. Our goal is for parents to feel supported and engaged in the learning of their children. We also consider students' academic and/or social-emotional needs and plan on the patterns or incidents which may be encountered in the school to provide parental support.

## B. Programming and Scheduling Information--Continued

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9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
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### 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)?
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We do not offer a Dual Language Program in our school.

### 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.)
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## 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:

## E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
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2. Our school has partenered with the following Community Based Organizations to date: Literacy INC, RCSN-Resources for Children with Special Needs,

Hispanic Federation-Pathways to Academic Excellence and NYC Fire Department-Fire Safety.

3. Parents are surveyed at least once a year to compile input as to the types of supports they would like our school to offer through workshops. Topics vary from month to month and cover ESL, Literacy, Mathematics, Homework, School Policy, Special Education, Attendance in addition to many others. Also, at the end of every in-house workshop, parents are given an exit feedback sheet where they can rate the workshop they attended. On this sheet there is space for comments and there is always a question asking what types of topics they would be interested in having future workshop on. These sheets are reviewed by the presenter, parent coordinator and Administration.

4. Future planning of workshops is based upon parent feedback that addresses topics that parents have expressed interest in hearing and learning more about. In order to involve as much of our parents as possible we try to make the topics of interest and relevant. Our goal is for parents to feel supported and engaged in the learning of their children. We also consider students' academic and/or social-emotional needs and plan on the patterns or incidents which may be encountered in the school to provide parental support.

# Part V: Assessment Analysis

## A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	22	36	13											71
Intermediate(I)	2	29	17											48
Advanced (A)	24	6	20											50
Total	48	71	50	0	0	0	0	0	0	0	0	0	0	169

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B		6	1										
	I		16	10										
	A		25	24										
	P		13	30										
READING/ WRITING	B		29	10										
	I		26	15										
	A		5	18										
	P		2	20										

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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	0	0	0	0
Integrated Algebra	0	0	0	0
Geometry	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0
Global History and Geography	0	0	0	0
US History and Government	0	0	0	0
Foreign Language	0	0	0	0

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Other	0	0	0	0
Other	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

**Native Language Tests**

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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

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

## Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

**School Name:** P.S. 207

**School DBN:** 10x207

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Maria J. Rosado	Principal		10/21/11
Leigh Betancourt	Assistant Principal		10/21/11
Alex Rodriguez	Parent Coordinator		10/21/11
Jong Suk Pressey	ESL Teacher		10/21/11
	Parent		10/21/11
Alexandra Kravitz-Data	Teacher/Subject Area		10/21/11
Maria Garcia-K/1 Sp. Ed.	Teacher/Subject Area		10/21/11
Janet Parry, Mathematics	Coach		10/21/11
Diane Carrero, Literacy	Coach		10/21/11
Ruth Torres-Social Worker	Guidance Counselor		10/21/11
Ben Waxman	Network Leader		10/21/11
Carmen Arias-Bilingual Speech	Other <u>Teacher</u>		10/21/11

**School Name:** P.S. 207

**School DBN:** 10x207

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	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: **10x207**      School Name: **PS 207**

Cluster: \_\_\_\_\_      Network: **CFN 534**

**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.

When parents enter our school initially and are having difficulty communicating with schools staff we use the mat entitled, "I am a parent and I speak..." to determine their native language. This mat provides 9 different options of languages spoken and the parent merely points to the language they speak. Once their language is determined, if there is no one on staff in our school building that speaks this language, we reach out to the Translation and Interpretation Unit for further assistance in helping this parent get the information they are seeking. The HLIS is given to them in their native language unless it is unavailable. If this is the case, once again we refer back to the Translation and Interpretation Unit to

have a translator walk them through an English Home Language Survey with question by question guidance in their native language. Parents preferred language to receive information from the school is recorded into ATS and any paperwork going to the home or phone messages are translated via the Translation and Interpretation Unit home. It is assessed through the results of the Home Language Survey, needs assessment survey administered to parents, interest inventories administered to parents as well as feedback from parent workshops, oral interviews, on site registration, ESL and bilingual staff assessment of parents at point of entry and on-going articulation.

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

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

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

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

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

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

Oral interpretation services in the school will be provided by the office, staff, classroom teachers, parent coordinator, DOE translation unit (if there's a language we don't have available) or administration if there's a need for the services required. The school phone messenger also helps support parents who speak other languages, in their native language. Through SLT and parent meetings when areas of concern are expressed our Parent Coordinator works with Administration and staff to find the support needed

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:

<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

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

## 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: PS 207	DBN: 10x207
Cluster Leader:	Network Leader: Ben Waxman
This school is (check one):    ✱conceptually consolidated (skip part E below) ●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): ●Before school      ✱After school      ●Saturday academy      ●Other:
Total # of ELLs to be served: Grades to be served by this program (check all that apply): ✱K    ✱1    ✱2    ●3    ●4    ●5 ●6    ●7    ●8    ●9    ●10    ●11    ●12
Total # of teachers in this program: 6 # of certified ESL/Bilingual teachers: 6 # of content area teachers: na

### 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: The areas that are in need of improvement are reading and writing based on the results of the NYSESLAT, LABR, DRA 2, ECLAS 2, ELSOL, and EDL. Therefore, in order to give additional support to our ELLs students in grades 1 and 2 who are below standards will be invited to attend the after school program. The after school program will run twice a week for an hour and a half each day from October to May. The program will be literacy based for our English Language Learners. Our ELLs in the Bilingual classes will focus on building Native Language Literacy skills and will be serviced by a bilingual licensed teacher. The ELLs students in the monolingual classes will reinforce their literacy skills using ESL methodology with an ESL licensed teacher. There will also be a group of bilingual kindergartens who will participate in a native language literacy program.

During the after school program the smaller class size allows for more extensive work on targeted direct instruction with students. The teachers will be able to utilize the data available to form flexible groups based on language proficiency, abilities or readiness in literacy. The literacy based program foci will include but is not limited to phonics, phonemic awareness, reading accuracy, reading comprehension, writing development and writing mechanics. Variety of Instructional reading materials, such as AWARDS, Avenues or nonfiction text, may be utilized to support different proficiency as well as abilities or readiness levels. In addition students will be afforded time (10-20 minutes) to practice on the Listening / Speaking / Reading or Writing test taking strategies using the Empire State NYSESLAT program.

### 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: Over the last few years, we have worked closely with Dr. Nancy Dubetz in assisting the bilingual teachers in their efforts to plan language and content objectives for their students, strengthening the alignment of language allocation across the grades and helping the teachers use native language to support second language instruction for their students. Dr. Dubetz is an expert in ESL methodology and has published nationally. The following professional goals were determined last year and designed to:

1. help teachers meet ESL standards in ways that are developmentally appropriate for children in grades K-2 using an analysis of the performance of their ELLs on Pre-Assessments designed by the

## Part C: Professional Development

consultant

2. ensure that teachers are helping ELLs develop reading and writing skills to pass the NYS-ESLAT; and,
3. assist teachers in creating opportunities for children to undertake differentiated reading and writing tasks that will address their unique needs and help them meet NYS ESL standards as measured by the NYS-ESLAT.

The goals were met in the following manner:

1. The consultant designed K/1 and Grade 2 Pre-Assessments (including sample tests, answer keys, and student data sheets) based on NYS ESL Standards and NYSESLAT, which participating teachers administered to their ELLs in early February.
2. The consultant collected the student tests, analyzed them, and provided spreadsheets of the data, which showed how each ELL performed for each type of task across the reading and writing skill areas of the NYESLAT.
3. The consultant developed activities that she implemented with small groups of students who had been identified by their teachers from the data as ready for more focused preparation for the language demands presented by the NYESLAT. She spent six days at the school pushing in to work with small groups in each participating classroom each day (March 8, 22, 19; April 5, 12; May 10).
4. The consultant met with teachers on four occasions: (1) She met with all teachers together to present the student results of the Pre-Assessments on March 1st. (2) She met twice with teachers during their preparation periods to discuss specific students and the strategies that she was using with them on March 15 and May 3. (3) She met with the participating teachers on June 9th to document the strategies used by her and the teachers in preparing students for the NYESLAT and to develop a set of goals for 2011-2012.

This year we will continue to work with Dr Dubetz and have set the following goals

for 2011-2012:

1. Continue to support ELLs by doing a PreAssessment, identifying children who are developmentally ready to transition and can be more successful meeting the ESL Standards as measured by the NYSESLAT if they receive extra focused, small group practice.
2. Connect strategies being taught during the writing block of literacy to types of writing for NYSELAT. Consider the Extended Writing as a Writing Genre and focus on this genre in early May.
3. To promote practice and engagement in tasks found in Reading Comprehension portion of the

### Part C: Professional Development

NYSESLAT for grades 2-4, invest in clickers that link to SmartBoards and allow teachers to see how individual and groups of children are responding to multiple choice questions.

4. Bilingual Meetings: The bilingual teachers should be able to meet once every other week for mapping the program to ensure that there is a coherence articulation of how language proficiency is being supported across grades.

5. To better develop the kind of listening comprehension that children need for the NYSESLAT, where they have to listen to an adult other than their teacher to respond to the questions, create opportunities in class over the year for them to listen and respond to other native speaking adults. [?][?][?][?]

### 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:

With the parent Involvement we will continue our native language Family Literacy Program in Spanish. The goal is to integrate parents into the learning experience of their children and to reinforce the connection between the instructional goals of the school and the home experience. Often times, parents are not able to assist because of language barriers as well a lack of knowledge of the school's expectations. Parents will be taught basic literacy and math skills to be able to assist their children. The expectation is to strengthen their knowledge base in literacy skills in the native language in order to be able to facilitate the learning of their children and strengthen the oral language as well. [?] The program will be facilitated by 1 Bilingual teacher, Mrs Nunez. Mrs Nunez will send out an invitation notice to parents and for consistency of the program she will conduct the program on the same days as the children's program. Therefore, when the students are receiving afterschool services the parents will be involved in the parent workshops. Family Literacy Workshops

\*Getting to Know the Common Core Standards.

\*How Do the Common Core Standards Relate to Our Children's Education?

\*Engage in Activities that Support Common Core Stands and Students' Individual Needs.

\*Develop Activities to Support The Common Core Standards and Curricula.

\*Engage in Intervention That Support Developing Life Long Skills, Concepts and Strategies in Reading, Writing, Math and the Content Areas To Be Used in a Social Context.

**Part D: Parental Engagement Activities**

- \*Parents Reflect on What They Know About How Their Child Reads
  - \*Parents Share How They Tell Their Children Stories and Introduce Children to Reading and Writing.
  - \*Reading and Discussing Texts To Build on Looking At Fiction and Informational Texts.
  - \*Parents read Articles That Support the Children’s Learning.
  - \*Work in Groups To Discuss And Wkorm in Small Groups to Summarize.
- emergent reader includes phonomic awareness, concepts of print and story, reading and literacy as a social and cultural practice.
- start with the premise of what parents are already doing to support and reinforce the children’s knowledge and skills.



**Part E: Budget**

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	\$14,010.00	200 hours of per session for ESL and Bilingual/ESL teachers to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00) After school program to support ELLs and Per diem for bilingual/ESL teacher PD and/or conference
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	\$2,800.00	Dr Dubetz working with teachers on staff development; NYSESLAT alignment of differentiation and curriculum activities.
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly</li> </ul>	\$3,814.00	Literature books (native language and/or English) , Shared reading books (native language and/or English), and math and/ or theme support materials.

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
listed.		
Educational Software (Object Code 199)		
Travel		
Other	\$2,292.00	Parent Workshops in native language, students' academic support and ESL
<b>TOTAL</b>	<b>\$22,916.00</b>	