Department of Education

Dennis M. Walcott, Chancellor

2012-2013
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL NAME: THE ELIZABETH G LEARY SCHOOL

DBN : 22K207:

PRINCIPAL: MARY E. BOSCO EMAIL: MBOSCO@SCHOOLS.NYC.GOV

SUPERINTENDENT: DR. RHONDA FARKAS

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Mary Bosco	*Principal or Designee	
Terri Contursi	Assistant Principals	
Teresa Kepertis		
Noreen Steffens		
Fern Carriero	*UFT Chapter Leader	
Rita Troiso/ Donna Tsentzilis	PTA Co- Presidents	
Catherine Sullivan, RN	DC 37 Representative	
Antoinette Spada	Member/teacher	
Kristen Geoghan	Member/teacher	
Deborah Getman	Member/teacher	
Regina Drago	Member/teacher	
Gena Spinelli	Member/parent	
D. McFeeley	Member/parent	
M. Szpicek	Member/parent	
D. DiToro	Member/parent	
F. Lundon	Member/parent	
D. Luca	Member/parent	
A. Dougherty	Member/parent	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- **By June 2013, all English, Science and Social Studies teachers will implement two Common Core aligned writing units that embed expectations for students to ground reading, writing, and discussion in evidence from the text.**

- **By June 2013, 75% of the students in grades 3-8 will improve at least one rubric level in using evidence in their essays**

Comprehensive needs assessment

- ***Based on the Comprehensive Needs Assessment, Citywide Expectations and formative and summative assessments over the past two years, our students are not performing well on the written response questions in reading and math. Research has shown that non-fiction writing has a positive impact on reading achievement.***

Instructional strategies/activities

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

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

- Teachers will be provided with professional development focusing on Common Core-aligned, evidence based essay writing units.
- Teachers collaboratively planned these units in June and in September during common planning time and during PD sessions.
- Teachers will plan and execute lessons which ask students to read and analyze informational texts.
- Students will be taught to write opinions and arguments in response to reading and analyzing informational text. Teachers on each grade will collaborate to develop lessons that will explicitly teach the skills needed to complete this task.
- Students will be taught how to support arguments using evidence from text.
- Teachers will collaborate on their grades during common planning time in order to create rubrics to assess student competency in reading and analyzing texts and in using evidence to support opinions and arguments.
- Teachers will meet weekly to norm, analyze and assess student work and plan follow-up lessons accordingly.
- Feedback will be provided to students using the rubric.
- Students will become more proficient with using rubrics to self-evaluate their work.
- Administrators will meet with teachers to discuss student progress in reading and analyzing informational text as well as using evidence to support arguments and opinions in their writing and discussions**.**

key personnel and other resources used to implement these strategies/activities

All teachers in K-8
Out of the Classroom teachers who provide RTI
Administration
Common Core Pilot Program
605 Network
CCLS
Engage NY, Inquire, ARIS Website
Smart board and other technologies
Comprehension Toolkit
Write Time for Kids
Scholastic News

- **steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities**
  Lead Teachers
  Grade Meetings
  Department meetings
  Grade leader meetings
  ICT meetings
  Choice of test prep material
  Choice of ITA selection
  Choice of Math format for new math maps
  Analysis of previous state, Acuity, and unit assessments and revision of curriculum maps based on data
- **timeline for implementation**
  September 2012-June 2013

Strategies to increase parental involvement

- During the October PTA meeting, parents were presented with the Common Core Learning Standards (CCLS). Copies of the Powerpoint were made available to those parents who were not able to attend the meeting. Other workshops and information sessions will be offered both during the school day and in the evening to support the home-school connection. Workshops will focus on non-fiction text strategies, the new state tests, preparing the student for the new tests, ARIS and Engrade.

Budget and resources alignment

- Indicate your school's Title I status: ☐School Wide Program (SWP) ☐Targeted Assistance Program (TAP) ☒Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_X_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _X____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Teachers' College Workshops, Network 605 Workshops, AP +2 Network meetings, ELA Pilot Program in house meetings as well as citywide meetings

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

- **Students moving from MRE to LRE will increase by 20% as evidenced by the decrease in the number of referrals.**

Comprehensive needs assessment

- ***There were 41 initial referrals last year*. We reviewed our minutes from the various PPT meetings, AIS notes, grade and special education meetings. We noticed that many of our students that were referred had not received enough AIS prior to their initial evaluation.**

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  a) strategies/activities that encompass the needs of identified student subgroups
  - Students will be identified as needing RTI in the area of Reading based on the initial Fountas and Pinnell assessment.
  - Progress will be monitored using RAI and Fountas and Pinnell
  - PTA sponsored after school program for grades 1,2 and 7 for at-risk students
  - Tier I intervention will be provided by classroom teachers.
  - Tier II and Tier III intervention will be provided by five RTI teachers.
  - Research based programs will be used for Tier II and Tier III intervention. These programs include: Fountas and Pinnell intervention kits, Making Meaning, Earobics, Think Along, Great Leaps, Quick Reads, Wilson/Fundations, Ladders to Literacy, Focus and Reading Skill by Skill.
  - Interventions will be matched to student's specific needs.
  - RTI team will meet bi-weekly to review student data in order to determine if a student is making progress. The team will also make a recommendation as to whether there needs to be change in the program/strategies that are being used with individual students
  - RTI staff will document all steps taken to address student learning challenges in reading as well as the RTI strategies utilized.
  - Parents will be notified if their child is receiving Tier II and Tier III intervention.
  - Progress reports will be sent home to parents three times during the year

  b) **key personnel and other resources used to implement these strategies/activities**
  Administration
  RTI coordinator
  RTI teachers – (5)
  Parent volunteers
  Research based programs including: Fountas and Pinnell Reading Intervention Kit – Grades K, 1,2, 3; Making Meaning, Earobics, Think Along Great Leaps, Quick Reads, Wilson/Fundations
  Classroom teachers
  PTA

  c) **steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities**
  Teachers fill out the Tier I Intervention checklist which is then forwarded to administration for presentation at PPT meetings

Teachers meet with the PPT chair for the student and with the RTI coordinator and the RTI teacher on the grade to discuss the student's progress
Teacher and RTI provider work together to assess student
If the student does not progress in the first Tier, the classroom teacher then meets with the Tier III provider and the RTI coordinator as well as the AP regarding the student. If progress is still not seen, the classroom teacher will work with the IEP teacher to begin the referral process in SESIS

d) timeline for implementation
September 2012-June 2013

Strategies to increase parental involvement

- Parents of struggling students are notified via initial letter from the school informing them of placement in the RTI program. Progress reports are sent home and parents have access to the online grading system, ENGRADE. ENGRADE has options which can email the parent and even send them texts directly to their cell phones for student progress.
- Parent Teacher Conferences
- Parent Workshops explaining the RTI process

Budget and resources alignment

- Indicate your school's Title I status: ☐School Wide Program (SWP) ☐Targeted Assistance Program (TAP) ☒Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_X_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- RTI bi-weekly meetings, PTA meetings, Progress Reports via Engrade and also given out by RTI providers three times a year, RTI leader attending PPT meetings, RTI providers presenting at grade conferences regarding tiers of intervention

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- **By June 2013, 60% of students' yearly Math progress in grades 4-6 will show an increase as measured by a variety of assessments (Baseline, Initial Math Assessment, Unit Tests, Quizzes, Acuity Assessments, Midterm and final Math Assessments, 2013 State Math Exam).**

Comprehensive needs assessment

- Based on the Comprehensive Needs Assessment and the past two year's Math results, it was determined that the progress of our students in grades 4-6 are lagging as compared to the rest of the school. AS a result, we have made progress for our 4-6 grade students a priority for this year

Instructional strategies/activities

- **Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:**
  a) **strategies/activities that encompass the needs of identified student subgroups**
  - Administer the Baseline Math Assessment
  - Teachers will follow the grade curriculum map which is aligned to the CCLS and allows for the teaching of fewer topics and for more time to focus on the major work of the grade.
  - Rubicon Atlas will allow the teachers to align their maps to the CCLS in Math. Atlas also allows us to keep our maps uniform. There is also opportunity for the teachers to access vertical maps across the grades. This helps teachers to gain a better understanding of what is taught in the grades before and after.
  - The Math block will take place for 75 minutes daily. The Workshop model will be followed. The Workshop Model will provide students with active involvement in the development of their procedural knowledge, conceptual understanding and problem solving skills.
  - A variety of resources will be used. These resources include Math Connects, Coach and Impact Math. Supplemental resources will be researched and utilized appropriately.
  - Lessons will focus on fluency, application, and conceptual understanding.
  - Meetings with Network 605 Math personnel to review and revamp curriculum maps, units of study and culminating tasks
  - Hands-on explorations using manipulative objects will be blended into daily lessons.
  - Math journals will be utilized.
  - Departmentalization of 6th grade in order to match strong math teachers with students.
  - Strong Fourth Grade Teachers Looping With Their Classes
  - Teachers will develop math goals with each student. These goals will be shared with parents and will be modified throughout the year.
  - There will be a continued focus on problem solving based around the Problem of the Day. Students will learn to explain the process of how they solve problems in writing and verbally.
  - Differentiated instruction via small group strategy and skills instruction in Math based on assessment data (both formal and informal).
  - Grade Conferences and Lunch and Learn sessions will teach the staff how to specifically use data in the area of mathematics in order to differentiate instruction.
  - Grade conferences and common planning time will be devoted to professional development in the area of looking at student work in order to assess student progress and appropriateness of tasks that are aligned to the CCLS.
  - AIS support will be provided for all at-risk students during the regular school day through a program of targeted intervention conducted by our intervention staff.
  - Test preparation classes will be offered to those students who did not make progress in Math based on the results of the 2012 State Math Exam. The class will focus on the CCLS standard and the citywide expectation of justifying their work.

- Students will work in groups to create and solve open-ended problems.
- Technology, including Smart Boards and laptop computers will be used as vehicles for math instruction.
- Review teacher lesson plans
- Conduct formal and informal observations
- Conduct Learning Walks with a Math focus
- Demonstration of model lessons for identified teachers
- Weekly meetings held by IEP teacher and Data Specialist/Math Intervention teacher with 2 4th grade ICT classes
- Math intervention teacher for identified students in grade 5
- Conduct Teacher Administration conferences
- Common planning time
- Math Bees
- Weekly Math quizzes
- Math Facts will be posted around the school and in each classroom.
- Create a Math Resource Center for teacher use
- Conduct portfolio assessments at the end of each unit
- Conduct parent workshops
- Provide opportunities for staff to attend Professional Development.
- Conduct Grade Conferences and Faculty Conferences to focus on analyzing grade data and setting measurable goals for the grade.
- P.S. 207 teachers are part of the New York City Common Core Pilot in the area of Math. Being part of the pilot will help us better support our students with Common core – aligned math instruction.

b) **key personnel and other resources used to implement these strategies/activities**
classroom teachers
IEP teacher
Math Connects
My Math
Silver Burdett
Impact Math
Various Internet resources and other state websites including Iowa, North Carolina, Rhode Island
Illustrativemathematics.org
IXL
Engage NY
Acuity
Smartboard and laptops
Problem of the Day
Data Specialist/Math intervention teacher
Administration
Network 605
Common Core Pilot Program

c) **steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities**
Weekly common preps
Meeting with Pilot program
Teachers providing feedback in new format of map
Teacher choice in test prep materials
Teachers meeting directly with Network personnel for feedback on maps and questioning

d) **timeline for implementation**
September 2012-June 2013

Strategies to increase parental involvement

- During the October PTA meeting, parents were presented with the Common Core Learning Standards (CCLS). Copies of the Powerpoint were made available to those parents who were not able to attend the meeting. Other workshops and information sessions will be offered both during the school day and in the evening to support the home-school connection. Workshops will focus on **the Citywide expectation of Justifying and Reasoning**, the new state tests, preparing the student for the new tests, Family Math Night, ARIS and Engrade.

Budget and resources alignment

- Indicate your school's Title I status: ☐School Wide Program (SWP) ☐Targeted Assistance Program (TAP) ☒Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_X_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Math department meetings weekly, two common preps weekly, 4th grade IEP teacher team meeting with the Math/Data Coach and IEP teacher weekly, Math Network Workshops, New York City Common Core Pilot Program in area of Math meetings,

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

- **To increase the rigor and effectiveness of teacher instruction by 85% with meaningful formative feedback and next steps from short, frequent cycles of formative classroom observations**

Comprehensive needs assessment

- Based on the data from the 2011-2012 school year which included the Needs Assessment completed by staff, teacher goals, observations, walk through information , and citywide expectations, administration saw the need for more professional development.

Strategies to increase parental involvement

- During the October PTA meeting, parents were presented with the Common Core Learning Standards (CCLS). Copies of the Powerpoint were made available to those parents who were not able to attend the meeting. Other workshops and information sessions will be offered both during the school day and in the evening to support the home-school connection. Workshops will focus on **the Citywide expectation of Justifying and Reasoning**, the new state tests, preparing the student for the new tests, Family Math Night, ARIS and Engrade.

Budget and resources alignment

- Indicate your school's Title I status: ☐School Wide Program (SWP) ☐Targeted Assistance Program (TAP) ☒Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_X_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Monthly grade conferences, grade meetings, professional development days, faculty conferences, meetings with Citywide Talent Coach, meeting with Network Achievement Coach

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Fountas and Pinnell Intervention System Grades K-3	Small group instruction	During the school day
	Soar to Success Grades 4-5		
	Repeated reading in grades 6-7		
	Targeted Reading Guided Practice for grades 1 and 2		After school
	Comprehension strategies in grade 7		Before school
Mathematics	Problem of the Day Fact fluency	Small group instruction	During the school day
Science	Intense small group instruction	Small group	During school day
Social Studies	Repeated readings	Small group	After school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Peer mediation Social Groups Social Skills taught to identified classes and students Respect for All training	Small group	During school day

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

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

DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies 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. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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

- 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 Common Core Learning Standards and Assessments.

I. 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 1st 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 will 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;

II. 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;

III. 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.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

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

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

Part I: School ELL Profile

A. School Information ⓘ

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

B. Language Allocation Policy Team Composition ⓘ

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

C. Teacher Qualifications ⓘ

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

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

D. School Demographics

Total number of students in school	1231	Total Number of ELLs	29	ELLs as share of total student population (%)	2.36%

Part II: ELL Identification Process

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

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

.

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

2. After determination whether or not students are entitled to ESL services, parents are notified immediately of their program options by means of the Parent Survey, Program Selection forms and Entitlement Letters. The ESL teacher is in communication with new parents to clarify information and offer guidance in the selection process, as well as with parents of current and former ELLs to offer information regarding their child's continued or completed services. All correspondence is distributed, collected and stored by the ESL teacher, who has confirmation of parent selection on file.
3. All forms and letters are distributed to families by the ESL teacher prior to the annual ELL orientation and information session. At this time, the teacher does an inventory and follow-up with families to via phone contact or in person interview to ensure that all new families have returned proper forms.
4. At this time, our school has a freestanding ESL program. All parents are invited to an orientation and information session regarding ELL program choices. Parents are interviewed directly and translation services are provided so that all parents are made aware of program choices. Parents receive all information in their native language, and they view the orientation video (also in their native language). In the event that a parent requests either a Bilingual, Dual-Language, or Transitional Bilingual program for their child, the ESL teacher and parent coordinator provide information about alternative school placement. It is made clear that programs will be made available at P.S. 207 if the number of ELLs increases in any one language, thus fulfilling the criteria for any of the above mentioned alternatives to a freestanding ESL program. This identification process is ongoing throughout the school based on the enrollment trends of the school.
5. -P.S. /I.S. 207 is a school located in Marine Park, Brooklyn with a diverse population of 1231 students. P.S. 207 has a freestanding ESL Pull-Out Program that currently serves 29 ELL students from Kindergarten through Grade Eight. The ELL students represent 2.36% of the total number of students. The ELL students are grouped according to grade and if necessary, contiguous grades. Currently, P.S. 207 has four, five or six general education classes on each grade and one self-contained special education class for grades , six, seven and eight. Over the past five years, the number of ELLs has varied from 30-40 students. Wherever possible, the ESL teacher also incorporates push-in/team teaching strategies, particularly with our students in middle school (grades 6-8); where

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

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

Part III: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

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

Number of ELLs by Subgroups					
SIFE		**ELLs receiving service 4-6 years**		**Long-Term (completed 6 years)**	

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)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL	15			10			4		1	29
Total	**15**	**0**	**0**	**10**	**0**	**0**	**4**	**0**	**1**	29
Number of ELLs in a TBE program who are in alternate placement:										

C. Home Language Breakdown and ELL Programs

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

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

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

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number): African-American: ___ Asian: ___ Hispanic/Latino: Native American: ___ White (Non-Hispanic/Latino): ___ Other:	

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**TOTAL**
Spanish		2		2	1	1	2		3					**11**
Chinese						2	1							**3**
Russian			1											**1**
Bengali														**0**
Urdu	1	1	1	1		1	1							**6**
Arabic		1				2		1						**4**
Haitian		2		1										**3**
French														**0**
Korean														**0**
Punjabi														**0**
Polish														**0**
Albanian														**0**

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Other		1												1
TOTAL	1	7	2	4	1	6	4	1	3	0	0	0	0	29

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
    a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
    b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
    a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
    a. Describe your instructional plan for SIFE.
    b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
    c. Describe your plan for ELLs receiving service 4 to 6 years.
    d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

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

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

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

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

A. Programming and Scheduling Information

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

6. ELLs who are also classified as students with disabilities are provided additional support from the ESL teacher in the form of instructional strategies to scaffold learning, as well as counseling for students to encourage self-advocacy in their learning process. The ESL teacher is part of the pupil personnel team and attends regular meetings as well as annual IEP meetings for her students. In addition, required support services personnel work cooperatively with the ESL teacher to provide the best possible instructional plan for ELLs, while at the same time assisting these students in their learning and remediation process.
Instructional strategies include: providing comprehensible input, emphasizing communication and understanding, integrating literacy with content areas, developing vocabulary, incorporating the writing process, demonstrating the conventions of English (spelling, grammar, punctuation), using graphic organizers, and using cross-cultural connections. These strategies are implemented along with Balanced Literacy, the school-wide literacy model, Units of Study, Everyday Math, Science Curriculum Improvement Study and the Comprehension Tool Kit. All students receive differentiated instruction based upon language proficiency level, learning styles, and individual need.
7. The school is particularly sensitive to providing flexibility to meet the needs of our ELL-SWD population. In the lower grades, the ESL teacher provides push-in support to supplement the regular pull out class time with these students. The ESL teacher conferences with teachers, and is in constant dialogue with the members of the SBST personnel to continually monitor progress and IEP criteria. In the middle school division, the ESL teacher requests regular reports from the content area teachers to advise and assist these students to help them become more self sufficient and to become advocates for their own educational process. Our students in the self-contained special education classroom in the middle school are given the opportunity to participate in mainstream content area classes as per recommendation of the teacher and administrator in order to allow them least restrictive opportunities to enhance learning.

Courses Taught in Languages Other than English

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

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

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	**Intermediate**	**Advanced**
ESL instruction for *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	**Intermediate**	**Advanced**
ESL instruction for *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	
50%	
25%	
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.

B. Programming and Scheduling Information--Continued

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

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

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

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

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

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

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

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

appropriate.
In the coming year, the ESL department has a goal to expand the use of technology in the ESL classroom, as well as to provide additional enrichment, remediation, and support for ELLs in their own classroom environment. The school currently uses programs for English Language Learners such as Imagine Learning and Rosetta Stone, and the goal for the coming year is to continue to devote more class time for students, as well as to use the data analysis of the programs to target areas of individual need.
While the use of technology in the classroom is definitely a positive addition to the classroom, the ESL teacher will evaluate the use of current software and other web sources as to how well they enhance student progress. The goal for the future is to provide more feedback and interaction with technology, rather than using computers in isolation.
14. As mentioned earlier, native language support is given regularly to ELLs, particularly those Newcomers and SIFE students as they transition into their new environment. Online translation tools, glossaries, audio books, and native language editions of literature are among the regular support given. Translation and bi-lingual support is also made available whenever possible.
15. The ESL teacher strives to ensure that required sevices for ELLs do support their learning at all ages and grade levels. The ESL teacher collaborates with the classroom teachers to promote the academic success of all ELL students. The teachers communicate the needs of their students, and the ESL teacher makes sure that the proper resources are available at all ages and grade levels.
16. The school makes every effort to support newly enrolled ELLs before the beginning of the school year. At registration, the family is given a packet of resources including community organizations and other outside programs for enrichment and language instruction prior to the start of school. The school also invites ELL participants to the summer school language programs for continued English language support.
17. All students, including ELLs, in the middle school have the opportunity to study Spanish as a foreign language.

C. Schools with Dual Language Programs

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

D. Professional Development and Support for School Staff

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

1. The ESL teacher provides professional development for the entire staff each year so that all personnel are made aware of the components of the ESL Program, current data trends, and new methodologies. The topics for professional development include: Identifying ELL students through the Home Language Information Survey, LAB-R and NYSESLAT Testing administration, style and results data, language acquisition and proficiency, cultural sensitivity, ESL methodologies, challenges for ELL students and how they can be supported as they transition from one school level to another.
2. Communication is vital to successful transitioning at P.S. 207. Being a K-8 school, teachers and administrators strive to make the ELL transition a successful experience through articulation and orientation of students as they make the change to the upcoming grade. From Grade 1 to Grade 2, students move to the new building, and they receive an orientation prior to the start of the school year. Students transitioning to the P.S. 207 Fillmore Academy (the school's middle school 6-8 component) also take part in an orientation. The guidance department is an integral part in the high school transition, and students are guided through the application process, and given information and study skill training to prepare for the demands of the new year. All ELL students are part of this process, and the ESL teacher reinforces the information to ELL students, offering clarification and translated information to families if needed.
3. The ESL teacher participates in workshops and seminars throughout the year and turnkeys this information to the staff at regular monthly faculty conferences and other professional development sessions to provide the required 7.5 hours of professional development. Sign-in sheets and agendas reflect topics and participation. All personnel receive this professional development. The continued focus for this year is on literacy instruction and how to improve strategies for a more rigorous and challenging curriculum for ELLs in order that they may be competitive with Non-ELL counterparts in their educational career and beyond. This is in alignment with the Common Core State Standards.

E. Parental Involvement

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

1. Parents are an active component of the P.S. 207 community. All parents are invited to participate in a variety of events, and parents are strongly encouraged to attend monthly PTA meetings and events. The ESL teacher and Parent Coordinator are in constant communication, and they work together to address the needs of all parents of ELLs. As a team, they create surveys to elicit areas where parents need assistance, they provide information, translation and interpretation assistance, and foster a sense of care, concern and advocacy. As mentioned earlier, the ESL teacher and Parent Coordinator organize parent workshops and other evening events including the Math/Science Family Night . During workshop sessions, parents are instructed as how they can better offer support for their child's educational process. Materials are provided in the native language wherever possible, and the ESL teacher provides Spanish and French translation of workshops as well. Other translators (such as Chinese and Russian) are made available as necessary.
2. In addition, parents are provided with community resources to enhance their own language acquisition and parenting skills and improvement including programs such as We Are New York, New York Public Library English Conversation Groups, PBS Online Parental Support and others. The school partners with two after-school organizations, and parents of ELLs are encouraged to have their children take advantage of these fine support systems.
3. Surveys are a regular component of planning for all events, so as to better service the needs of parents in ELLs. The Parent Coordinator provides support and is in constant communication as is the ESL teacher with parents to maintain a positive level school presence and a healthy awareness of the needs of the ELL community. Regular meetings such as parent teacher conferences are a prime opportunity to listen to parental concerns and assess the needs of ELL families.
4. Since, according to the 2010 U.S. Census, over 40% of households in Brooklyn are bilingual households, many of our ELL parents are in need of some kind of language assistance. Also, many of the ELL parents are not as connected to local educational activities because these events are not always advertised in the native language, or because travel makes it difficult to attend certain activities. The school addresses both of these needs through events like our Math/Science Family Fun Night and our language tutorial offerings at the school or via community organizations in the area. The ESL teacher, administration and the parent coordinator take time to meet and evaluate these needs and the program offerings that address them on a regular basis.

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

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
Listening /Speaking	B													
	I			1			1							

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

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

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

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

New York State Regents Exam

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

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

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

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

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

1. Data analysis and review is an ongoing process for all levels of the school. In order to assess early literacy skills, the team administers ECLAS-2, Fountas and Pinnell, and Teacher's College assessments. This data is an integral part of the planning process for ELL curriculum in the early grades. On the whole, the majority of ELLs in the early grades tend to score lower on these assessments based upon their lack of exposure and in many cases pre-school preparation deficits. Early intervention techniques with these children definitely provide quicker recovery, and in turn ELLs can more easily maintain grade level performance. Analysis of data for early childhood age ELLs reveals that these students on the whole need reinforcement of basic early literacy skills from lack of exposure to English at an early age, and for some a lack of Pre-Kindergarten school experience. This includes socialization skills and adaptation to school behaviors in general.

2. As has been the trend in this school, most students exhibit strong speaking skills on both the LAB and NYSESLAT. This indicates a need for strong support in academic language instruction, and continued, rigorous curriculum that reflects sound reading and writing strategies.

Analysis of ELL student results on standardized tests reveals that students perform better in Math than in other English language dominant tests. However, the data also shows ELLs making progress in English language proficiency.

3. Work needs to be done in the area of Reading Comprehension and Writing, which is an area of need for all students in our school. NYSESLAT data analysis is an effective tool to providing more appropriate groupings based upon modality strengths and weaknesses, not just on beginner, intermediate, or advanced levels on the whole. Differentiated instruction to focus on specific modalities becomes a reality. According to the NYSESLAT results from the spring, 2011 exam, the patterns across the grades, levels, and modalities are that the ELLs are stronger in Listening and Speaking than in Reading and Writing. The ELL students need continued support in all modalities with emphasis on Reading and Writing strategies, particularly those that target comprehension skills and writing mechanics.

According to the results of the spring 2011 New York State testing, most ELL students are meeting or approaching the standards in English Language Arts and the content areas of math, science, and social studies. Students receive small group instruction in the English Language Arts and the content areas during the school day and in on-going morning and after school programs.

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

5. Not Applicable

6. Evaluation of ELL program success is ongoing throughout the school year. Beginning with the analysis of NYSESLAT data from the prior spring, the ESL teacher compares data from the prior year's NYSESLAT scores to the current score. This data serves as the overall progress and performance indicator for the end of prior year. Then, students are monitored through teacher-based assessments to track progress in all modalities throughout the current year.

Additional Information

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

Part VI: LAP Assurances

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

School DBN: 22K207

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mary E. Bosco	Principal		12/1/11
Noreen Steffens	Assistant Principal		12/1/11
Donna Pimpinella	Parent Coordinator		12/1/11
Elizabeth Wojtal	ESL Teacher		12/1/11
	Parent		1/1/01
Katie Ganely/Grade 2	Teacher/Subject Area		12/1/11
	Teacher/Subject Area		1/1/01
Deborah Getman, Ed.D	Coach		12/1/11
	Coach		1/1/01
Nora McCarthy	Guidance Counselor		12/1/11

School Name: P.S. 207 Elizabeth G. Leary School DBN: 22K207			
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Network Leader		1/1/01
Karen McDonough,	Other		12/1/11
Data Specialist	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

CEP Appendix 7

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 6 **Network:** 605

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

Part A: Needs Assessment Findings

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

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

2012-13 Comprehensive Education Plan (CEP)

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: Elizabeth G. Leary	DBN: 22K207
Cluster Leader: Jose Ruiz	Network Leader: Wendy Karp
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: 24 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: 7 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 6

Part B: Direct Instruction Supplemental Program Information
Describe the direct instruction supplemental program here and include the • rationale • subgroups and grade levels of students to be served • schedule and duration • language of instruction • # and types of certified teachers • types of materials
Begin description here: P.S. 207 offers a wide range of supplementary options through its ExcELL Morning and Afterschool programs for English Language Learners. There are 24 students in grades 2 through 8. The students are invited to participate in a variety of courses that help them continue to develop their English language skills in the areas of reading, writing, speaking and listening. This program also provides ELL students with the opportunity to participate in enrichment programs that they might not have access to, or might not be able to afford. There is a total of 6 licensed common branch teachers working with 8 groups of 5 or 6 students participating in courses such as robotics, theater, book clubs, drawing and painting, computers, and more. The courses will begin on January, 22, 2013 and end on April 16, 2013. The sessions will meet once a week for ten weeks. The students can sign up for more than one class. The Tuesday morning program will be from 7:30 - 8:30 with a total of 6 students. The first morning program is a "Book Club". The teacher is Ms. Ganley. She possesses a NYC teaching license and presently co-teaches a second grade ICT class. Ms. Ganley is going to read with the students Twister on Tuesday from the Magic Treehouse series. She intends to extend the topic by incorporating Science lessons on tornadoes. She has expertise in devising and implementing reading instruction strategies as well as enrichment techniques. She will also use her expertise to use instructional materials for developing test-taking skills. The second Tuesday morning program is also a "Book Club" which will be given by Ms. Gerbino who also possesses a NYC teaching license and presently teaches the fifth grade "Gifted and Talented" class. The class will take place from 7:30 - 8:30 with a total of 6 students. Mrs. Gerbino plans on reading the book Shiloh with her students. She intends to extend the topic by having the students watch the movie and compare and contrast the book and the movie. The students culminating assignment will be to write a persuasive essay on their preference for either the book or the movie. She has expertise in devising and implementing reading instruction strategies as well as enrichment techniques. She will also use her expertise to use instructional materials for developing test-taking skills. The ESL teacher will push into each group for half an hour during the Tuesday morning program to support the ESL students. The Tuesday morning program will have a total of 3 teachers x 10 x $50.19 for a total of $1,505.70. The third morning program is a Science Enrichment program. This program will be administered by Ms. Ricciardi who is also a licensed NYC teacher and is a Science teacher at our school. She will teach a course called Kitchen Chemistry. The class will be held on Thursdays from 7:30 - 8:30 with a total of 6 students. Young scientists can explore the world of chemistry in a safe and fun way. Using common household substances, they will create lots of things from rock candy to modeling clay. Students will explore the science behind food and everyday household products. The ESL teacher will co-teach with this teacher. The Thursday morning program will have a total of 2 teachers x 10 x $50.91 for a total of $1,003.80. The fourth morning program will be held on Friday mornings from 7:45 - 8:45. It will be given by Ms. Simek. Ms. Simek is a licensed NYC teacher. She also has a Literacy (B-12) and Special Education (K-6) license. Ms. Simek will teach a course called Introduction to Art-Painting and Design. Young artists will explore different art techniques using various materials such as paint and clay to create unique and fun works of Art. The ESL teacher will co-teach with this teacher. The Friday morning program will have a total of 2 teachers x 10 x $50.91 for a total of $1,003.80. The Robotics program is on the Thursday afternoons from 3:45 - 4:45 with a total of 6 students. The teacher is Ms. Humphrey, and she is a licensed NYC teacher. Ms. Humphrey also has a Special Education license. Robotics is a program that involves technology, LEGOS, and research.

Part B: Direct Instruction Supplemental Program Information
Students will learn about different inventors from the past. They will then learn how to construct and program their creations. The students will use technology to do their research and a program to give their creation commands to follow. The ESL teacher will co-teach with this teacher. The Thursday afternoon program will have a total of 2 teachers x 10 x $50.91 for a total of $1,003.80. The second afternoon program is called Theater Workshop. It will be held on Tuesday afternoons from 3:30 - 4:30 with a total of 7 students. Mrs. Spada is our current Art teacher, and she is holds a NYC teaching license. Students will learn basic acting skills that introduce them to focusing and getting in touch with characters. Mini projects will be presented by the students as an exit project. The ESL teacher will co-teach with this teacher. The Tuesday afternoon program will have a total of 2 teachers x 10 x $50.91 for a total of $1,003.80. A portion of the time in each course is focused on NYSESLAT preparation, and instructors review reading, writing speaking and listening strategies in the context of the course. Students are able to use their English, while at the same time learn a new skill, discover a talent, or begin a life-long passion for something they love. Coursework is geared for ELLs to promote their participation, and students are able to enhance their language skills through the use of language in the context of the coursework. Students are grouped by grade or contiguous grades. The students receive their own copies of materials to keep and continue to use beyond the course. They also receive instructional materials (art kits, copies of book club novels), as well as NYSESLAT review books. The cost of the NYSESLAT materials is $224.78. Students will also have the opportunity to use Imagine Learning and ESL Reading Smart in the context of the course. The cost for 8 Imagine Learning licenses will be $1,200.00, and the cost for 11 - 25 students in ESL Reading Smart is $680.00. Both programs are individualized based on the students' needs. The programs include reading, writing, speaking, and listening activities that teach skills that will help prepare them for the NYSESLAT and state tests. In order to utilize these programs effectively, we would like to purchase 3 computers. The computers cost $723 each for a total of $2,169. The ESL teacher conducts an orientation and provides training for all teachers in ELL methodologies. She will also use the push-in model. Content area teachers must also demonstrate expertise in their specific course of study (i.e. Science, English Language Arts, Fine Arts and Technology).

Part C: Professional Development
Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs. • rationale • teachers to receive training • schedule and duration • topics to be covered • name of provider
Begin description here: Throughout the year, the ESL teacher receives professional development and training through outside conferences and workshops. This information is then transferred to all staff via professional development meetings and faculty conferences. Donna Kelly will present all PD. PD will take place during the following months: Sept. 5 at 11:00 - ELL identification/testing/review of forms Oct. 15 at 3:20 - Faculty Conference - Program Overview Dec. 10 at 10:00 - Parental Involvement/Homework support

Part C: Professional Development
Jan. 17 at 9:30 - Non-fiction reading strategies/Math strategies Feb. 6 at 11:30 - Test preparation Apr. 8 at 1:30 - Use of technology support such as Imagine Learning, ESL Reading Smart. Other pedagogues who work with ELLs also attend workshops throughout the year. Workshop topics include literacy based strategies for ELLs, addressing the needs of Students with disabilities who are also ELLs, and content area instructional techniques addressing the needs of all ELLs. In addition, professional development is also delivered during our November and June professional development days with a focus on data analysis and curriculum design. Teachers also engage in multicultural awareness training to be more sensitive to our ELL families and better assist them in their child's educational process. All teachers who are direct instructors for the ExcELL morning and afterschool program receive a specific training on how to implement ELL methodologies into the content area presentation of the course. All instructors must complete an orientation and training from the ESL teacher who coordinates the program, prior to the start of the course. There will be two professional development sessions for 7 teachers for the Morning and Afterschool Program. Each professional development session will be one hour. They will take place on January 8, and January 15. The cost will be $702.66. There will be two professional development sessions for 7 teachers for Math/Science night. The purpose of the two professional development sessions is to implement a plan that includes each teacher's responsibilities, acquiring materials, and recruiting student volunteers. The cost will be $702.66.

Part D: Parental Engagement Activities
Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process. • rationale • schedule and duration • topics to be covered • name of provider • how parents will be notified of these activities
Begin description here: ELL parent engagement activities are a high priority at P.S. 207. Data suggests a strong link between parent involvement and student progress. We provide a number of opportunities to engage parents in their child's learning process. We understand that it is difficult for parents to navigate the learning process with their child, especially if English is not spoken. The ESL teacher serves as the liaison with ELL families, and ensures, with the assistance of the Parent Coordinator, that ELL families receive communications from the school in a timely manner, and in their preferred language. In addition to the mandated orientations, the ESL teacher and Parent Coordinator hold parent coffees and information sessions to offer parents an opportunity to speak about their child's academic progress and to provide suggestions and assistance to parents as they help their child learn. Topics include: "Helping Your Child Learn to Read in English", "Community Family Resources", and "Family Learning Activities". In addition, the ESL teacher coordinates the Math/Science Family Fun Night each year at the school. This is a wonderful event, geared primarily for ELLs and their families. Participants engage in hands on

Part D: Parental Engagement Activities
Science and Math games and activities in English. In addition, all families receive a "take-home" pack to enjoy many new learning activities at home in order to continue to encourage family involvement. Translation and interpretation assistance is provided for all ELL family events, and parents are notified with a personal invitation in writing for all upcoming events.

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $11200		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) • Per session • Per diem	$6,926.22	Title III Programs Each program has to have an ESL teacher push-in or co-teach with CB teachers. Morning Program Tuesday 3 trs x 1 hr x 10 wks x $50.19 = $1,505.70 Thursday 2 trs x 1hr x 10 wks x$50.19 =$1003.80 Friday 2trs x 1 hr x10 wks x $50.19 =$1003.80 After School Program Tuesday 2 trs x 1 hr x 10 wks x$50.19 = $1003.80 Thursday 2 trs x 1 hr x 10 wks x$50.19 = $1003.80 PD 7 trs x 1 hr x 2 sessions x $50.19

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $11200		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		=$702.66 Parent Involvement 7 trs x 1 hr x 2 sessions x $50.19 =$702.66 Total = $6,926.22
Purchased services • High quality staff and curriculum development contracts.		
Supplies and materials • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed.	Total = $2393.78	NYSESLAT Preparation Materials 3 Computers
Educational Software (Object Code 199)	$1,880.00	ESL Reading Smart license renewal(11-25 students) 8 Imagine Learning license renewal
Travel	N/A	N/A
Other	N/A	N/A
TOTAL	11,200	