



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)**

**SCHOOL NAME:** PS 207

DBN (DISTRICT/ BOROUGH/ NUMBER 10x207

PRINCIPAL: MARIA J ROSADO

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SUPERINTENDENT: MELODIE MASHEL

## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP 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
Maria J Rosado	*Principal or Designee	
Paulette Camarinos	*UFT Chapter Leader or Designee	
Ebony Edwards	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
N/A	CBO Representative, if applicable	
Nancy Jee	Member/	Parent
Ileana McGeever	Member/	Paraprofessional
Madeline Ferrer	Member/	Teacher
Cendy Rosario	Member/	Teacher
Rolando Tirado	Member/	Parent
Teresa Santana	Member/	Parent
Takira Viloría	Member/	Parent

\*\* Signature of constituent only indicates participation in the development of the SCEP, not approval.

Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

### **WHICH SCHOOLS NEED TO COMPLETE THE SCEP?**

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

SCEP goals are generally intended to guide school-wide planning and development. SCEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

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

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
  1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
  2. School Leader Practices and Decisions
  3. Curriculum Development and Support
  4. Teacher Practices and Decision
  5. Student Social and Emotional Developmental Health
  6. Family and Community Engagement
- 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.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

CATEGORY	THIS SCHOOL'S RESULTS	POPULATION PERCENTAGE	FIXED POINT VALUE	POINTS POSSIBLE	POINTS EARNED
<b>Early Grade Progress</b>					
<b>English</b>					
English Language Learners (n=59)	2.05	47.6%	0.006	2.00	0.59
Self-Contained/ICT/SETSS (n=19)	1.56	15.3%	0.010	2.00	0.24
Black/Hispanic Male Students (n=45)	2.05	36.3%	0.005	2.00	0.37
<b>Mathematics</b>					
English Language Learners (n=60)	2.42	48.0%	0.006	2.00	0.70
Self-Contained/ICT/SETSS (n=20)	1.33	16.0%	0.009	2.00	0.19
Black/Hispanic Male Students (n=46)	2.37	36.8%	0.004	2.00	0.35
Movement from SC/ICT/SETSS to Less Restrictive Environments (n=46)	0.30	11.1%	0.200	2.00	0.67
English Language Learner Progress (n=164)	53.0%	40.0%	0.052	2.00	1.10

## GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

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

### Major Recommendation

- **Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.**

Ensure all teachers use a repertoire of differentiated instructional strategies to enable them to more precisely match learning activities to specific student needs in all core subjects. (2008-2009 Quality Review Report pg. 3)

### Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

2.2 School leader's vision

2.4 School leader's use of resources

2.3 Systems and structures for school development

2.5 Use of data and teacher mid-management effectiveness

### Annual Goal #1

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

Continue to implement the RTI action plan set during the school year 2012-2013 with the Response to Intervention team, policy, and procedure that outlines a protocol for identifying and supporting students ensuring that interventions are matched strategically to student needs.

The school will continue to have a documented RTI process in place that outlines RTI protocols and identify students in each tier during the school year 2012-2013.

At least 30% of students in Tier II on each grade will move by June 2013 to Tier 1 based on the DRA tool.

### 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,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.  
COMPLIANCE REPORT, IEP GOALS, tracking sheet, , BOY, MOY and EOY benchmark,, DRA and interim assessments BOY,MOY,EOY & interim checkpoints throughout the year
  - d) timeline for implementation. 2012-2013

### September 2012 to June 2013

- The RTI Team will be represented at three RTI professional development conferences during the course of the year, led by the network and used to establish the professional development needed by school staff.
- Continue to provide school-wide training focusing on standardized administration of screening tool(s) and interpretation of results (PD activity)
- Develop and build capacity in key teachers and model their best practice throughout the school through the use of the inquiry model of action research.
- Establish a yearly calendar depicting the school-wide schedule for screening procedures to ensure that it is completed in a timely manner with reliable information. The reliability hinges on the progress monitoring tool.

- Use the DRA as a screening tool (BOY, MOY, EOY) relevant to the skills being tested and the age/grade level of the student being assessed based on the curriculum aligned with the State learning. Identify students who fall below the established benchmark based on DRA tool specific to the DRA levels that fall into Level 2.
- On-going monitoring of students' attendance to be able to assess impact on RTI support
- Use progress monitoring to implement evidenced-based practices/interventions to meet the needs of ELLs and students with special needs.
- **Staff responsibilities:**
- The RTI team will review screening results BOY, MOY and EOY to determine what changes or interventions are appropriate for the students identified.
- Use progress monitoring to confirm students' risk status on school-wide screening by conducting interim monitoring cycles of the student's response to the Tier 1 core instructional program.
- The school-based RTI Team will meet with the Network support to establish or enhance best practices in the area of RTI.

Teachers will:

- Incorporate accountable talk structures to build student reading comprehension
- Use Classroom and assessment data to make instructional adjustments and monitor progress over time for all students.
- Implement differentiated instruction and use of literacy centers to target student reading needs
- Implement the Workshop model of instruction to support effective teaching routines
- Use of Making Meaning and Sidewalks intervention Programs to supplement reading instruction
- Target small group/guided reading instruction daily
- Implement the alignment of instruction to CCLS based reading curriculum
- Create IST packets for these Tier II students who are not making the necessary progress to closely look at recommended strategies implemented and follow up.
- Administer screening tools as well as benchmark assessments to continuously monitor students' progress.
- Track students' attendance
- During Teacher Team meetings follow the "Student Protocol Model" to discuss students, share practices, strategies, challenges and elicit input from colleagues on possible next steps to support students

RTI team will:

- Conduct monthly meetings
- After assessment results reconfigure students into one of three tiers (flexible grouping of tier)
- Monitor the implementation of the Progress monitoring and screening tools
- Communicate, update and work with teachers, parents and related service providers on the identification and next steps for students
- Prescribe, assess and track interventions
- Redistribute updated students' profile with the most current data collected
- Have on-going discussions and support about assessments, curriculum and instruction during SLT, RTI core, Grade meeting, Teacher teams, Faculty Conferences, and cabinet meetings
- Develop an interim system for teachers to track SWDs IEP goals prior to Annual Reviews.

Administration will:

- Implement flexible scheduling for students with IEPs
- Establish a system for check \* balances to align SESIS,SEC,ATS,CAP AND USPE, to ensure compliance for IEP students
- On-going discussions with SBS, RTI team and Network support staff
- Provide opportunities for key staff to attend PD outside of the school
- **Continuous monitoring of ELLs and SWDs compliance issues and trouble shooting**
- **Classroom observations and feedback to teachers**

As a collaborative community there are systems and structures which provide ample opportunities to review, discuss, analyze and create next steps to support all students in the affective or cognitive domains using the tools set below: For example: SLT, Grade Meetings, faculty Conferences, Teacher Team Meetings, Goal meetings, PTC, RTI meetings, PID meetings, PA meetings, SBT meetings, Cabinet Meetings, etc.,

Compliance Report Results, Benchmark (BOY, MOY, EOY) and Interim Assessment Tool, DRA, ECLAS 2, Progress Monitoring Tool

**Budget and resource 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.

Tax Levy      X Title IA       Title IIA       Title III       Set Aside       Grants       Other-describe here: \_\_\_\_\_

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

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

- Pre K program focusing on improving the oral language abilities, emergent literacy skills that ELLs will need in order to ensure a successful transition to the lower elementary school grades
- After school Academic Intervention Program: K-2<sup>nd</sup> grade, 2x wk (T-W), 3-4 pm, 7 teachers, 70 students,
- Family Literacy Program for ELL parents 1x wk, Wednesdays, 10 parents and 10 students
- Extended Day Program for literacy Tier II support 1<sup>ST</sup> AND 2<sup>ND</sup> GRADE STUDENTS, M-W, SEPT-June, 19 teachers and 190 students, in the mornings before the regular school day,
- STH are provided with materials and/or additional support during the school day.
- Messaging system to reinforce students' participation and attendance as well as for parents' activities opportunities for all students.
- Extended Day Program and materials 1<sup>ST</sup>-2<sup>ND</sup> GRADE students, foundations double dose student kits and consumable workbooks, teacher uides

**GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)**

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

**Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

Develop school-wide consistency in providing meaningful feedback to students through clearly understood rubrics and written comments. (2008-2009 Quality Review Report pg. 3)

**Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

3.2 Enacted curriculum

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

**Annual Goal #2**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

**Goal: Students in Grade K-2 will engage in two literacy and two math task that have multiple entry points for all learners and which are embedded in a curriculum unit aligned to the Common Core Learning Standards.**

***By Spring 2013, 100% of the K-2 teachers will be able to use the NYCDOE common core library samples as a reference to create 2 (1 Science & 1 S.S.)***

***Common Core-aligned tasks in Literacy and 2 in Math that incorporates rigorous student work using DOK that is accessible to all learners (UDL).***

***By the Spring 2013, 100% of the K-2 teachers will implement the tasks mentioned above.***

In literacy, the tasks will be aligned to selected common core literacy standards which focus are as follows: Literacy Grades K-2 – Written response to informational texts through group activities and with prompting and support (Reading Informational Text Standards 1 and 10; Writing Standard 2, Speaking/Listening Standard 1; Language Standard 6)

In math, the curriculum unit will be aligned to the overall standard of practice.

Students in K-2 grades will be engaged in a cognitively demanding mathematics task(s) that requires them to demonstrate their ability to model with mathematics and/or construct and explore the reasoning behind arguments to arrive at a viable solution. These tasks will focus on the following strategically selected common core domain which is as follows for Math Grades K-2: Operations & Algebraic Thinking (K), Number and Operations in Base Ten (1-2) and Model with Mathematics

### 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,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
  - d) timeline for implementation.

### September 2012 to June 2013

- Teacher Teams and coaches will meet and review the common core tasks, implementation timeline, students' outcomes of the performance tasks, students' work samples of units of study, strategize for next steps and reflect on the units & tasks in literacy and math implemented throughout the year.
- The teachers providing feedback to students is an on-going process throughout the year using the curriculum units and the performance tasks. **Teachers will implement feedback throughout the year to build consistency and continuity using rubrics and written comments. During teacher teams teachers will collaborate and exchange ideas on how to maximize time and provide meaningful feedback to students.**
- Second grade teachers will work with the NYC Mathematics Project for additional support and follow up in the classroom.
- First grade teachers will work with a consultant from CEI-PEA on differentiated instruction strategies to implement in the classroom.
- Kindergarten teachers will work with the Math Coach at least 2 cycles during the year to support them in understanding the math tasks and rubrics. A school based coach will support Kindergarten teachers in the implementation of the Literacy Tasks.
- Kindergarten teachers will revisit their Theme curriculum maps (informational texts) for alignment with the CCLS.
- The Literacy Coach, Math Coach and Theme specialist will provide additional support and follow up in the classrooms K-2 **of the units created to support the performance tasks and rubrics.**
- Teachers will participate in various professional development activities in-house, network based and UFT Teacher center focused on CCLS, Rubrics, Differentiated Instruction, DOK and UDL.
- An additional weekly preparation period will be afforded to the K-2 grade teachers to meet, discuss and understand the tasks & rubrics alignment to the curriculum of the grade. Therefore, teachers in 1<sup>st</sup> and 2<sup>nd</sup> grades will revisit the **reading, writing & theme curriculum before and after implementation to serve as a planning & reflection of the impact of students' learning based on its alignment to the CCLS.**
- Rubrics will be used by the teachers and students to provide feedback and self-assessment for the task. This feedback and self-assessment by the students will be used to address the needs and enhance the strengths of the students. The students will use the rubrics developed to support them in revising their work to help meet the criteria for each dimension and appropriate level.
- Meeting the learning targets that are aligned to common core standards will be determined by formative assessments and the rubric administered.

### Budget and resource 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.

Tax Levy       Title IA       Title IIA       Title III       Set Aside       Grants       Other-describe here: \_\_\_\_\_

### **Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

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

- Pre K program focusing on improving the oral language abilities, emergent literacy skills that ELLs will need in order to ensure a successful transition to the lower elementary school grades
- Reduced Class size in the lower grades
- After school Academic Intervention Program K-2<sup>nd</sup> grade, 2x wk (T-W), 3-4 pm, 7 teachers, 70 students,
- Family Literacy Program for ELL parents 1x wk, Wednesdays, 10 parents and 10 students
- Extended Day Program for literacy Tier II support 1<sup>ST</sup> AND 2<sup>ND</sup> GRADE STUDENTS, M-W, SEPT-June, 19 teachers and 190 students, in the mornings before the regular school day,
- STH are provided with materials or additional support during the school day supervised by the school social worker.
- Messaging system done daily to reinforce students' participation and attendance & punctuality in school during the regular school day and before & after school programs. As well as for parents' activities such as workshops to provide opportunities to support their child in order to reach all students.

### **GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)**

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

#### **Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

Extend the practice of defining individualized short-term goals in all core subjects to improve student learning. (2008-2009 Quality Review Report pg. 3)

#### **Tenet #4 TEACHER PRACTICES AND DECISIONS**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

4.2 Instructional Practices and strategies

4.4 Classroom environment and culture

4.3 Comprehensive plans for teaching

4.5 Use of data, instructional practices and student learning

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

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

Goal: To improve teacher effectiveness by clarifying, developing and monitoring a shared understanding of instructional expectations, self-assessment, and structured professional conversations using Danielson's Framework rubric focused on practice.

#### **Objective:**

By May 2013, Principal and Assistant Principal will conduct frequent classroom visits and each teacher will receive at least 4 written feedback using selected Domains/Components of the Danielson rubric during the school year.

By June 2013, each teacher will identify at least one goal, develop a professional growth plan, collect artifacts during the school year and engage in a BOY, MOY and EOY professional conversation sessions with administrators by May 2013

#### **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,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments. The Framework for Teaching will support us in identifying the targets to evaluate the progress in teacher practices
  - d) timeline for implementation 2012-2013

#### **September 2012- June 2013.**

- Administration will use Danielson's Framework rubric as a feedback tool from Charlotte Danielson's *Framework for Teaching* to articulate clear expectations for teacher practice and serve as the focus for teacher development.
- Domains 1 and 3, Planning and Preparation and Instruction respectively, will be the primary foci. On Domain 1 Lesson Planning & Preparation the focus will be on 1e: Designing Coherent Instruction. On Domain 3 the foci will be on 3c: Engaging Students in Learning, 3b: Using Discussion and Questioning Techniques and 3d: Using Assessments in Instruction.
- Administrators will engage in short, frequent cycles of classroom observations, one collaborative examination of student work, and timely, specific, evidence-

based feedback teachers can act on to increase the rigor and effectiveness of their instruction throughout 2012-13.

- Administrative feedback to teachers will be done through low inference observations data collection (evidence) and next steps recommendations will be cited to support them.
- Teachers will receive feedback on student work to highlight successes and challenges related to reaching all students, including students with disabilities and English language learners by administrators, coaches as well as colleagues during different forums (goal setting, post-observations, informal visits, feedback sessions and collegial feedback during teacher meetings).
- Administrative Team will strengthen their own capacity to provide high-quality and quick turn-around feedback to teachers through professional development and in-house support throughout 2012-13.
- CEI-PEA consultant will continue to work with the Administrative Team using the Danielson Framework.
- The Administrative Team will engage in network professional development opportunities focusing in on teacher effectiveness, the Danielson Framework, and shared expectations around looking at student work and implementation of the CCLS.
- Administrative Team will use the book, "Enhancing Professional Practice... A Framework for Teaching" as a professional resource paying close attention to the Danielson Rubric.
- School coaches and administration will continue to conduct professional development activities designed to develop a clear and shared understanding of what effective teaching should look like in the area(s) of focus, build on the practice observed in classrooms, collegial learning walks, peer reflection and feedback, teacher coaching and Danielson's rubric and goal setting..
- Each teacher will meet with administration to identify and follow up on teacher's goal for the 2012-13 school year at the BOY,MOY, EOY as well as teachers' sharing their artifacts and process with other colleagues during grade meetings or faculty conferences and ending the school year with a presentation during the June Professional Development Day.

#### **Budget and resource 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.

Tax Levy       Title IA       Title IIA       Title III       Set Aside       Grants       Other-describe here: \_\_\_\_\_

#### **Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start). Service and program coordination will be aligned with the city, state & federal mandates in order to implement programs and maximize our resources, materials and support teachers' professional development to enhance students' cognitive and affective domains. This will account and provides greater guarantee that teacher's expertise is built upon to maximize their classroom practices to meet students' needs. Also the staff will have availability to the use the resources to maximize instructional opportunities for all students. For example some of the following are in existence to support this work.
  - Pre K program focusing on improving the oral language abilities, emergent literacy skills that ELLs will need in order to ensure a successful transition to the lower elementary school grades
  - Teacher Teams: sharing ideas, practices and strategies to differentiate instruction 1x wkly during Extended Day (SBO) and additional teacher team meeting during the regular school day by grade, faculty conferences (monthly) and grade meetings (monthly)

- Curriculum Maps in Reading, Writing and Theme done during additional teacher teams 1x month during the school day. Coaches and other teachers review teachers' feedback to align assessments and instructional strategies to strengthen curriculum maps.
- Envisions math program K-2 grade implemented this year to target instructional strategies and DI.
- Extended Day Program for literacy Tier II support 1<sup>ST</sup> AND 2<sup>ND</sup> GRADE STUDENTS, M-W, SEPT-June, 19 teachers and 190 students, in the mornings before the regular school day,
- STH are provided with materials or additional support during the school day supervised by the school social worker.
- Messaging system done daily to reinforce students' participation and attendance & punctuality in school during the regular school day and before & after school programs. As well as for parents' activities such as workshops to provide opportunities to support their child in order to reach all students

**GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)**

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

**Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

Discipline is enforced fairly at my child's school. (7.8) 38 **50** 7 0 5 Learning Environment survey LES 2011 2012 pg 6

**Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

**Annual Goal #4**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

Using the data from Learning Environment Survey (LES) and Online Occurrence Reporting System (OORS) a school-wide character education and positive behavior intervention system (PBIS or PS 207 Expectations) will be implemented to reduce incidents in the classrooms and improve on the safety and respect section of the LES.

By June 2013 there will be at least 10% positive response increase on the LES by parents on the safety and respect section: Discipline is enforced fairly at my child's school as compared to the June 2012 LES (7.8).

**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, described below.
  - b) key personnel and other resources used to implement these strategies/activities: All staff.
  - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.  
Measurement of success with be OORS report and LES at end of year. SLT, Teacher Team, SBST, RTI Team, PA meetings and PTC are times to collect data, share ideas, compile next steps and examine results of reports or surveys.
  - d) timeline for implementation. September 2012- June 2013
- School wide implementation of PS 207 Expectations.
- Establish and reinforce a token system school wide to reinforce PS 207 Expectations {PS 207 R.O.C.K.S. (High 5) (Respect, Organization, Cooperation, Kindness and Safety)},
- Bulletin Board to highlight students achieving PS 207 Expectations.- Student of the Month

- School-wide implementation of Character Education developed to introduce and reinforce the following character traits: Perseverance, Self-Control, Responsibility, Respect, Cooperation, Honesty, Kindness, Courtesy, and Citizenship.
- Students' work displayed for character education.
- Administer the Baseline, MOY and EOY Behavior Survey for all students by classroom teacher.
- Teacher Team meetings teachers will analyze and discuss strategies to implement and reinforce positive behaviors.
- School-wide Traffic Light system used in the classroom for behavior monitoring for Tier 1.
- RTI Tier 1 and Tier II intervention behavior and character trait activities.
- Morning Enrichment Program.
- PS 207 Student Council
- Assemblies performed by classes highlighting character trait
- School Mascot: "The Rocket"
- 2<sup>nd</sup> grade class program with the Marble Hill Senior Center
- NYCDOE Respect For All
- Training of Staff: Dignity Act, ESR, PBIS, Crisis Intervention
- School based social worker
  - working with students
  - Conflict resolutions strategies for students
  - providing students socialization skills
  - supporting new ELLs with acculturation to the school
  - providing teachers intervention & prevention strategies for social-emotional support students
  - providing strategies to reduce misconduct
  - Providing crisis and interventions tips & strategies to staff to work with students
  - Recommendation for External referrals for students' need outside the school

**Budget and resource 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.

Tax Levy     Title IA     Title IIA     Title III     Set Aside     Grants     Other-describe here: \_\_\_\_\_

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start). Service and program coordination will be aligned with the city, state & federal mandates in order to implement programs and maximize our resources, materials and support for students' cognitive and affective domains to meet students' needs. Also the staff will have availability to the use the resources to maximize cognitive & affective domain strategies and provide opportunities for all students. For example some of the following are in existence to support this work.
- School based social worker providing professional development and support to both students and staff.
- STH are provided with materials or additional support during the school supervised by the school social worker.
- Professional development opportunities network based and central during the school day.
- Materials: books and videos on character education traits are used once a month for the following:: Perseverance, self control, responsibility, respect, cooperation, honesty, kindness, courtesy & citizenship, to support the weekly lessons throughout the school year with the character trait focus.

## **GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)**

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

### **Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

The school contacts me to tell me about my child's achievements and successes. (7.7) (2012 Learning Environment Survey p.5)  
42 47 8 2 1

### **Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT**

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

6.2 Welcoming environment                       6.4 Partnerships and responsibility

6.3 Reciprocal communication                       6.5. Use of data and families

### **Annual Goal #5**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

To strengthen and enhance parent involvement school wide to improved student achievement.

By June 2013 we would have implemented systems and structures of sharing students' assessments and progress with families .

### **Strategies to increase parental involvement and engagement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages XX through XX in this SCEP.
- Describe the research-based 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,
  - b) staff and other resources used to implement these strategies/activities,  
steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities  
Measurement of success will be OORS report and LES at end of year. SLT, Teacher Team, SBST, RTI Team, PA meetings and PTC are times to collect data, share ideas, compile next steps and examine results of reports or surveys.
  - e) timeline for implementation. September 2012- June 2013

### **September 2012 – June 2013**

- Implementation of "Family Engagement Folders" which will be sent home with students' assessment results, formative, interim and final assessments,
- A Communication Log will be provided to parents to scribe any questions or feedback they would like to provide in the Family Engagement Folders..
- Monthly Curriculum Overview for the grades
- Parent workshops will encourage parent to involve themselves in the school.

- Parent Workshops providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- Informational sessions sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- Communication is on-going when we monitor students' attendance, homework sheets, curriculum overviews, publish and theme celebrations on a consistent basis by notifying parents to ensure students' participation in the targeted programs designed for the students' academic progression.
- Parent Teacher Conferences
- Weekly homework sheet
- Curriculum Orientation done in classrooms by individual teachers
- Promotion In Doubt meetings
- IST meetings
- PA and SLT meetings
- School wide events: writing celebrations, theme project presentations, art expo, science expo, math expo (100 days of school), celebrating cultural diversity, celebrating families, poetry café, Spelling Bee, Open School Week

**Budget and resource 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.

Tax Levy       Title IA       Title IIA       Title III       Set Aside       Grants       Other-describe here: \_\_\_\_\_

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Service and program coordination will be aligned with the city, state & federal mandates in order to implement programs and maximize our resources, materials and support for students' cognitive and affective domains. This will account and provide greater guarantees and measures through on-going communication to meet students' needs. Parents will have more frequent accessibility to their child's academic successes and challenges to support their child to increase their child's academic progress. For example some of the following are in existence to support this work.

- Parent Workshops and Information sessions throughout the year: 1x month with the following: Routines & Expectations, ARIS Parent Link, Masterful Parenting Class (series of 7 classes for 7 consecutive wks), ESL , Eat Well Play Hard (series of 5 sessions), Pathway to Educational Excellence (series of 4 classes from Hispanic Federation), Bullying and books (Literacy Link), Attendance, The Process of Socialization, Math Workshops-how to support your child at home with math

- Family Engagement Folders: Parents receive at least 1x a month students' assessment results and student work to review and provide feedback.
- Family Literacy Program for ELL parents 1x wk, Wednesdays, 10 parents and 10 students
- STH are provided with materials and/or additional support to meet their academic skills.
- Messaging system done daily to reinforce students' participation and attendance & punctuality in school during the regular school day and before & after school programs. As well as for parents' activities such as workshops to provide opportunities to support their child in order to reach all students

**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	Extended Day Program: Double Dose Foundations, Direct Instruction and/or Guided Reading Project Read	Small group instruction Guided reading	Early morning program-190 students participating: 110 1 <sup>st</sup> graders and 80 2 <sup>nd</sup> graders  After School Program 70 students participating; 25- 2 <sup>nd</sup> graders, 35 -1 <sup>st</sup> graders and 10 Kindergartens
Mathematics			
Science			
Social Studies			
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Socialization , Coping skills, character development	Small group and 1-to1 depending on the students' needs & social-emotional	During the 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.

-Our school's has a low turn-over rate of teachers and we maintain this status by affording on-going professional development opportunities, teacher teams collaborations, intra as well as inter-visitations, peer to peer collaboration, coaches as well as administrative support in embracing and extending our instructional initiatives and expectations, and establishing common preparation & lunch periods for networking. Our coaches and consultants work with teachers in cycles throughout the year focused on the needs as well as initiatives for the year. Teachers also use the services of the DOE professional development, network- based opportunities, UFT teacher center established at the school as well as any coursework which they may need. For recruiting purposes we use the DOE Teacher Finder, Teaching Fellows, Teach for America, Open Market, College Student Teachers Placements and Job Fairs. Based on the candidates strengths we interview and match candidates with our school community. Once hired we match candidates with other teachers as buddies and new teachers to the DOE system we designate a coach as a mentor.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND 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.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

### **SCHOOL-PARENT COMPACT**

**2012-2013**

The P.S. 207X and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the No Child Left Behind Act (NCLB) (participating children), agree that this Compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards and Assessments.

This School-Parent Compact is in effect during school year 2012-2013

#### **School Responsibilities**

The P.S. 207X will:

- provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
  - 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:

- hold parent-teacher conferences (at least two times a year) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:  
November and March
- provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:  
School Report Card, Progress Report, Portfolios
- convene an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arrange 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;
- respect the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- provide 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;
- involve parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;

- provide parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensure that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: appointments or walk in SBST, Social Worker, Parent Coordinator, Assistant Principal, Principal, AIS Teachers, Counselors, SBST, Reading Teachers, SETTS, CRT
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:  
Class parents, Class celebrations: projects, literacy, assemblies, Open  
School Week, School wide celebrations, Curriculum Orientation, Recess,  
**etc.**

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

### **Parent Responsibilities**

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

- Supporting my child's learning by making education a priority in our home by:
  1. making sure my child is on time and prepared everyday for school;
  2. monitoring attendance;
  3. making sure that homework is completed;
  4. Review discipline code and behavior at school.
- volunteering in my child's classroom;
- participating, as appropriate, in decisions relating to my child's education;
- participating in school activities on a regular basis;

- staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child and responding, as appropriate;
- communicating positive values and character traits, such as respect, hard work and responsibility;
- respecting the cultural differences of others
- we would like to send out questionnaires to the parents so that we can know as parents what we can do to better the children's education. Open up the parents options. We would also like Learning Leaders for the future of the children.

## **PART II OPTINOAL ADDITIONAL PROVISIONS**

### **STUDENT RESPONSIBILITIES**

**Second Grade Council has been created since the school year 2005-2006 at 10x207. The Student Council members are selected every school year. The ideas gathered continued to be implemented and reviewed with from this year's second grade students:**

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

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

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

The P.S. 207X will:

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

### **OPTIONAL SCHOOL RESPONSIBILITIES**

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

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

***work with the LEA to ensure that a copy of the SEA's written complaint procedures for resolving any issue of violation(s) of a Federal statute or regulation of Title I, Part A programs is provided to parents of students and to appropriate private school officials or representative***

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

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

Principal <b>Maria J. Rosado</b>	Assistant Principal <b>Leigh Betancourt</b>
Coach <b>Diane Carrero, Literacy</b>	Coach <b>Janet Parry, Mathematics</b>
ESL Teacher <b>Jong Suk Pressey</b>	Guidance Counselor <b>Ruth Torres, Social Worker</b>
Teacher/Subject Area <b>Alexandra Kravitz, Data</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Maria Garcia, K/1 Bil. Sp. Ed.</b>	Parent Coordinator <b>Alexander Rodriguez</b>
Related Service Provider <b>Carmen Arias, Bilingual Speech</b>	Other <b>type here</b>
Network Leader <b>Ben Waxman</b>	Other <b>type here</b>

### C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	<b>2</b>	Number of certified bilingual teachers	<b>6</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>1</b>		

### D. School Demographics

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

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

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

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

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

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

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

After viewing the video which explains all of the program choices in their native language, the parents will fill out and sign the Parent Survey and Choice form in their native language. These forms are filled out on site to ensure that there is proper documentation on file for every English Language Learner.

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

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

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

6. Our program models are aligned with parent requests. Should a need arise, we will work closely with the parent to accommodate the parent's choice. Parental choice is honored 100% of the time. In addition, we have a file set up with names of parents and children who would have preferred a different choice. In the event that we can accommodate them at some point in the future, we will notify them.

## Part III: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

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

### B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	90	0	20	0	0	0	0	0	0	90
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	79	0	20	0	0	0	0	0	0	79
<b>Total</b>	<b>169</b>	<b>0</b>	<b>40</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>169</b>

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

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	25	23	36											84
Chinese														0
Russian														0
Bengali														0

**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
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>25</b>	<b>23</b>	<b>36</b>	<b>0</b>	<b>84</b>									

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

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

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

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

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

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

**This Section for Dual Language Programs Only**

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

Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 0

Asian: 0

Hispanic/Latino: 0

Native American: 0

White (Non-Hispanic/Latino): 0

Other: 0

### Freestanding English as a Second Language

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	16	13	10											39
Chinese	1	2	1											4
Russian														0
Bengali														0
Urdu														0
Arabic			1											1
Haitian														0
French		1												1
Korean														0
Punjabi														0
Polish														0
Albanian	1													1
Other														0
<b>TOTAL</b>	<b>18</b>	<b>16</b>	<b>12</b>	<b>0</b>	<b>46</b>									

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
  - a. 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?

## A. Programming and Scheduling Information

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

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

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

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

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

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

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

a.As stated earlier, the teacher's posted schedule indicates the instructional minutes allotted for every period. On each teacher's schedule

## A. Programming and Scheduling Information

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

3. During math, instruction is in English using the CALLA approach. The math period follows the workshop model. It follows whole group instruction to introduce a concept/strategy or skill where students are afforded an opportunity to turn and talk and practice the concept/strategy or skill they were taught during that period or in past lessons. Students then go off to practice in a variety of structures set by the teacher which can include any of the following: teacher directed instruction, cooperative group work, independent work or peer collaboration. At the end of the period, students will have a turn to share the strategy or process in working out the math problem or computation. This allows them to fortify and practice their oral language and auditory skills. Students are afforded visuals and hands-on materials to practice math as they move from the concrete to the representational and finally, the abstract in order to support their conservation of mathematical skills/strategies or concepts.

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

4. English Language Learner's are assessed in their native language skills regularly in El Sol and EDL. In addition, we are implementing the Estrellita Native Language Reading Program that does have evaluative components with benchmark assessments throughout.

5. Lessons are differentiated according to product, process or content as well as students' readiness levels, interests, and learning preferences. Differentiation would touch upon one or all of the following modalities: kinesthetic, tactile, auditory or visual learning styles.

a. SIFE-We are a Pre-K-2 school and we currently do not have any SIFE students. If we were to receive SIFE students, appropriate planning to meet their developmental, linguistic and social needs would be paramount. They would be offered the support services and opportunities of any other English Language Learner in our school. In addition, supplemental services would be offered as well.

b. This is not applicable to our school we are a PreK-2nd grade schools and there's no ELA state or city testing.

c. This is not applicable to our school. We are a PreK-2nd grade school.

d. This is not applicable to our school. We are PreK-2nd grade school.

6. In alignment with Universal Design for Learning all students including ELL' s-SWD's benefit from participating in tasks that are engaging and aligned with students zone of proximal development. Methods, materials and assessments are usable by all. Access to both information and learning is maximized. In addition, teachers present information and design learning tasks in a way that addresses the different modalities of learning-visual , kinesthetic, tactile and auditory. Balanced Literacy and the Math Framework is utilized and lessons are presented that follow the design of the Workshop Model. In addition, Science and Social Studies are taught in cycles daily via project and inquiry based learning utilizing the Workshop Model as well. During each instructional period there is a component where teachers confer daily with different groups of students to assess individual learning and plan next steps for that child as

## A. Programming and Scheduling Information

well as the class as a whole.

7. Students that are English Language Learners with disabilities are held to the same expectations as those without disabilities. The instructional approach may vary as per the students needs, IEP and learning modality. Students in self contained classes who may be performing on grade level in a particular academic area are mainstreamed into general education classes for that subject to address that particular student's strength.

### 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	0			
Social Studies:	0			
Math:	0			
Science:	0			

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

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

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

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

### 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.

across the program models. Please note that native language support is never zero.			
<b>Native Language Usage/Support</b>	<b>Transitional Bilingual Education (TBE)</b>		
100%			
75%			
50%			
25%			
	<b>Dual Language</b>		
100%			
75%			
50%			
25%			
	<b>Freestanding ESL</b>		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
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. With respect to targeted interventions our school does the following: ELA-guided reading, Double Dose Foundations during Extended Day as well as during the school day, Project Read in English. In math and other content areas teachers work with small groups during instructional time on targeted concepts, skills and strategies in English as well .

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

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

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

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

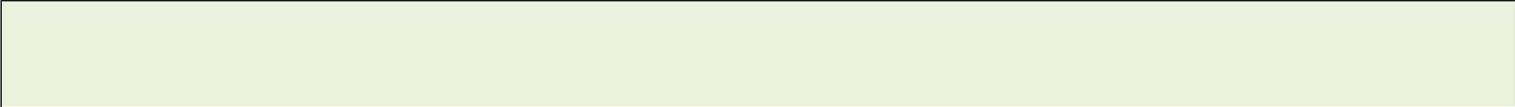
13. Currently, we have Smart Boards and document cameras in every classroom that teachers utilize as they infuse technology into the daily curriculum. In addition, there are desktop computers in all classrooms for children to work with to help strengthen their listening, speaking, reading and writing skills via various age-appropriate computer programs such as Scholastic Inc.'s, Clifford Learning. In addition, we have a licensed Music teacher that currently teaches our students how to keyboard. Every child has access to his or her own keyboard and practices the fundamentals weekly under the guidance of our music teacher. Content area instructional materials include dictionaries, picture cards, flash cards as well as leveled instructional texts, articles, hands-on manipulatives as well as activities involving physical movement to reinforce concepts.

14. In our Transitional Bilingual Education Program, students develop their cognitive skills in their native language during their literacy periods in order to strengthen their L1 which will help them in their acquisition of English. There is an ESL component, as well as content area instruction using C.A.L.L.A. during math and theme periods. Our TBE program includes a Native Language Arts Program to assist in the development of communication and academic skills specifically focusing on reading, writing, listening and speaking in their native language. During the first year, TBE students are expected to receive 60% of the classroom instruction in their native language and 40% in English. As students fortify their academic cognitive skills in L2, instructional time in L1 diminishes and English instructional time increases. Our Freestanding English as a Second Language program provides instruction in English with an emphasis on English language acquisition. Content area instruction is provided with a focus on ESL methodology utilizing CALLA and TPR.

15. All services, supports and resources are aligned with students' developmental age and grade level appropriateness. Currently, we are working with the Common Core Learning Standards, ESL State Standards, Response to Intervention and Universal Design for Learning to make sure students are appropriately supported.

16. Prior to the beginning of the school year, parents of all incoming Kindergarteners are invited to attend an orientation session. At this information session, children and parents are welcome into our school to meet our staff, tour the Kindergarten classrooms and become familiar with our environment. Parents also have the opportunity to ask any questions they may have.

17. We are a Pre-K to 2nd grade Early Childhood school. We do not offer any language electives.



**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)?

We do not offer a Dual Language Program in our school.

**D. Professional Development and Support for School Staff**

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
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. Over the last few years, we have worked closely with Dr. Nancy Dubetz in assisting the bilingual teachers in their efforts to plan language and content objectives for their students, strengthen the alignment of language allocation across the grades and helping the teachers use native language to support second language instruction for their students. Dr. Dubetz is an expert in ESL methodology and has published nationally. Dr. Dubetz main framework last year was to assist teachers in meeting ESL standards in ways that are developmentally appropriate for children in grades K-2 using an analysis of the performance of their ELLs on Pre-Assessments designed by her. In addition, Dr. Dubetz assisted all personnel working with English Language Learners in developing their reading and writing skills to pass the NYSESLAT and facilitated the creation of opportunities for children to undertake differentiated reading and writing tasks that addressed their unique needs and meeting NYS ESL standards as measured by the NYSESLAT. This year, we will continue to support ELLs by doing a Pre-Assessment, identifying children who are developmentally ready to transition and can be more successful meeting the ESL standards as measured by the NYSESLAT if they receive extra, focused, small group practice. We will also be connecting strategies taught during the writing block of literacy to types of writing for NYSESLAT. Along with this, work will continue developing better listening comprehension needed for the NYSESLAT. Students will engage in practice where they would have to listen to an adult other than the teacher to respond to their questions and continue creating instructional opportunities for children to listen and respond to other native speaking adults. Assistant Principals, Educational Assistants, Social Workers, Special Education teachers, Psychologists, Occupational/Physical Therapists, Speech Therapists, our Secretary and our Parent Coordinator also receive support from our Estrellita consultant, CFN Specialist and NYCDOE OELL professional opportunities. In addition, staff is supported in house by our Math, Data and Literacy coaches, our Bilingual Social Worker and our Assistant Principals.

2. We provide support for students who transition from 2nd grade to 3rd grade by working collaboratively with the staff of the schools they will be attending. There is articulation between our staff and the Guidance Counselors/ Administrators of those schools.

3. Our experienced staff has previously received the Jose P training from our local school district office. Any new staff at PS 207 will receive Jose P. training either via DOE professional development opportunities, CFN or our consultant, Dr. Dubetz.

## E. Parental Involvement

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

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

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

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

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

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

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

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

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

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

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0	0	0	0
Integrated Algebra	0	0	0	0
Geometry	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0
Global History and Geography	0	0	0	0
US History and Government	0	0	0	0
Foreign Language	0	0	0	0
Other	0	0	0	0
Other	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

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

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

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

1. Early Literacy Skills are measured via El Sol, Eclac2, EPAL, Mondo assessments in Kindergarten, Estrellita in Bilingual classes, EDL and DRA2. All students are currently being tested and final scores are not available as of yet.

2. See answer to both under Question 3.

3. Teachers of ELL's are currently testing their children utilizing the following periodic assessments: EDL, DRA, ECLAS2 and ELSOL. With respect to data patterns across proficiency levels, 28% of our total ELL population is at the beginning level, 41% of our total ELL population is on the Intermediate level and 29% of our total population is on the Advanced level. Grades K and 2 have the lower numbers of ELLs with 45 in Kindergarten and 52 in grade 2. Grade 1 has 70 ELLs. Overall, our ELL population seems to fare better in the Listening/Speaking strands as compared to the Reading/Writing strands. This will impact instructional decisions as support will be needed across all grades to move the children through proficiency levels and show adequate growth by the end of the school year as measured by the NYSESLAT. In addition to their prescribed number of mandated minutes in ESL instruction, ELL students will be part of our Extended Day Program, our Literacy based after school program, Guided Reading and Enrichment Clubs. There is also a focus on Differentiation of Instruction using ESL methodologies via the Universal Design Model. All teachers have a Data Binder that houses the scores for all students on Periodic Assessments. Teachers also set interim goals for the class and individual students as needed to achieve long term objectives. Teachers refer to student scores frequently to drive lesson planning, align curriculum maps on respective curriculum teams, to formulate goals and objectives and to create flexible small groups within their classrooms for more targeted instruction. When evaluating the success of our programs for ELL's the following is reviewed: student work is examined for growth and progress, in house assessments are looked at, portfolios, unit tests, conference notes, interim goal check ins and observations. The final indicator would be their NYSESLAT test scores.

4a. When reviewing results of the DRA and EDL the pattern has been that as students make significant improvement in the EDL, progression in DRA is evident. DRA results may take a longer period to show improvement, thus making the support to move them along the continuum all the more crucial. Based on past trends, students who have been in our program more than one year show significant gains in Listening and Speaking, (BICS) as they become stronger and progress in reading. There is a gradual increase as seen in Early Literacy assessments.

b. The data received from periodic assessments (DRA, ECLAS2, ELSOL and EDL) administered is utilized by the SLT to allocate resources, determine hiring practices as well as provide greater support to students as well as pedagogical instructional support as programs are implemented.

c. Periodic assessments (DRA, EDL, ECLAS2, ELSOL) have shown that as students strengthen Native Language Literacy skills, there is a marked improvement in assessments taken in the second language. The Native Language is used to scaffold and build a deeper understanding of content and language in order for students to easily transfer those skills to the second language.

5. DUAL LANGUAGE-N/A

6. Although the ultimate measure of success is the scores from the NYSESLAT, scores in each strand are examined and trends are identified that impact instructional decisions for the following school year. We measure their growth on an on-going basis by administering BOY, MOY and EOY assessments in the content areas as well as interim assessments. Utilizing these tools, we are able to get a picture of the whole child and can then determine what supports are working or not working. If the supports aren't sufficient then we

have to determine what changes should occur in our instructional program in order to increase achievement within our ELL population.

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

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

**School DBN:** 10x207

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Maria J. Rosado	Principal		10/21/11
Leigh Betancourt	Assistant Principal		10/21/11
Alex Rodriguez	Parent Coordinator		10/21/11
Jong Suk Pressey	ESL Teacher		10/21/11
	Parent		10/21/11
Alexandra Kravitz-Data	Teacher/Subject Area		10/21/11
Maria Garcia-K/I Sp. Ed.	Teacher/Subject Area		10/21/11
Janet Parry, Mathematics	Coach		10/21/11
Diane Carrero, Literacy	Coach		10/21/11
Ruth Torres-Social Worker	Guidance Counselor		10/21/11
Ben Waxman	Network Leader		10/21/11
Carmen Arias-Bilingual Speech	Other <u>Teacher</u>		10/21/11
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013**

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

**DBN:** 10x207

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

**Cluster:** \_\_\_\_\_

**Network:** CFN 534

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

**Part A: Needs Assessment Findings**

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

When parents enter our school initially and are having difficulty communicating with schools staff we use the mat entitled, "I am a parent and I speak..." to determine their native language. This mat provides 9 different options of languages spoken and the parent merely points to the language they speak. Once their language is determined, if there is no one on staff in our school building that speaks this language, we reach out to the Translation and Interpretation Unit for further assistance in helping this parent get the information they are seeking. The HLIS is given to them in their native language unless it is unavailable. If this is the case, once again we refer back to the Translation and Interpretation Unit to have a translator walk them through an English Home Language Survey with question by question guidance in their native language. Parents preferred language to receive information from the school is recorded into ATS and any paperwork going to the home or phone messages are translated via the Translation and Interpretation Unit home. It is assessed through the results of the Home Language Survey, needs assessment survey administered to parents, interest inventories administered to parents as well as feedback from parent workshops, oral interviews, on site registration, ESL and bilingual staff assessment of parents at point of entry and on-going articulation.

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

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

## Part B: Strategies and Activities

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

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

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

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

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

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

## 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: P.S. 207	DBN: 10x207
Cluster Leader: Deborah Maldonado	Network Leader: Ben Waxman
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The areas that are in need of improvement are reading and writing based on the results of the NYSESLAT, LABR, DRA 2, ECLAS 2, ELSOL, and EDL. Therefore, in order to give additional support to our ELLs students in grades 1 and 2 who are below standards will be invited to attend the after school program. The after school program will run twice a week for an hour and a half each day from November to May. The program will be literacy based for our English Language Learners. Our ELLs in the Bilingual classes will focus on building Native Language Literacy skills and will be serviced by a bilingual licensed teacher. The ELLs students in the monolingual classes will reinforce their literacy skills using ESL methodology with an ESL licensed teacher. The ultimate goal for the program would be not only to strengthen their literacy skills, but to make content and language comprehensible. There will also be a group of bilingual kindergartens who will participate in a native language literacy program. During the after school program the smaller class size allows for more extensive work on targeted direct instruction with students. The teachers will be able to utilize the data available to form flexible groups based on language proficiency, abilities or readiness in literacy. The literacy based program foci will include but is not limited to phonics, phonemic awareness, reading accuracy, reading comprehension, writing development and writing mechanics. A variety of research-based instructional reading materials, such as AWARDS, Avenues or nonfiction text, may be utilized to support different proficiency as well as abilities or readiness levels. In addition students will be afforded time (10-20 minutes) to practice on the Listening / Speaking / Reading or Writing test taking strategies using the Empire State NYSESLAT program.

## Part C: Professional Development

### 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:

To ensure high quality, differentiated instruction for all students, our school will provide ongoing professional development to our ESL, Bilingual and General Ed teachers on the following topics from December 2012-February 2013:

-Teaching children to express themselves through movement, specifically dance-as it relates to their different countries of origin.

-Facilitating communication across all subject areas through Music.

-Using images, words, and sculpture to create visual representations of student writing pieces based on what is most important to them.

-Lesson planning utilizing ESL Standards as well as infusion of language objectives.

-Questioning techniques.

### Part D: Parental Engagement Activities

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

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

Begin description here:

With respect to parent Involvement, we will continue our native language Family Literacy Program in Spanish. The goal is to integrate parents into the learning experience of their children and to reinforce the connection between the instructional goals of the school and the home experience. Often times, parents are not able to assist because of language barriers as well a lack of knowledge of the school's expectations. Parents will be taught basic literacy and math skills to be able to assist their children. The expectation is to strengthen their knowledge base in native language literacy skills as well as native language oral skills to be able to facilitate the learning of their children. The program will be facilitated by one of our Bilingual teachers. Invitations will be sent out to parents and the program will be run 1x weekly on the same day of the week as that of the students for the purpose of

**Part D: Parental Engagement Activities**

continuity and to free those parents up for that block of time.

The after school program for our ELL's will run concurrently with the Family Literacy Workshops. Some topics that will be covered are as follows:

- \*Getting to Know the Common Core Standards.
- \*How Do the Common Core Standards Relate to Our Children’s Education?
- \*Engage in Activities that Support Common Core Stands and Students’ Individual Needs.
- \*Develop Activities to Support The Common Core Standards and Curricula.
- \*Engage in Intervention That Support Developing Life Long Skills, Concepts and Strategies in Reading, Writing, Math and the Content Areas To Be Used in a Social Context.

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**Part D: Parental Engagement Activities**

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

**Part E: Budget**

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

Allocation Amount: \$

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	10 days of substitute teachers @ ___ per day	Substitue teachers will cover for classroom teachers with ESL/Bilingual

**Part E: Budget**

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

Allocation Amount: \$

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