



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** P.S. 207  
**DBN (i.e. 01M001):** 22K207  
**Principal:** MARY E. BOSCO  
**Principal Email:** MBOSCO@SCHOOLS.NYC.GOV  
**Superintendent:** DR. FARKAS  
**Network Leader:** LISA GIGOUX

**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 (AIS), and the Parent Involvement Policy (PIP). 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Mary E. Bosco	*Principal or Designee	
Fern Carriero	*UFT Chapter Leader or Designee	
Donna Tsentzillis & Rita Troiso	*PA/PTA President or Designated Co-President	
Catherine Sullivan, RN	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Antoinette Spade	Member/ Teacher	
Kristen Geoghan	Member/ Teacher	
Catherine Dwyer	Member/ Teacher	
Deborah Getman	Member/ Teacher	
D. Ditoro	Member/ Parent	
F. Lundon	Member/ Parent	
V. DeMedina	Member/ Parent	
N. Diponsio	Member/ Parent	
Y. Lamarre	Member/ Parent	
T. Kepertis	Member/ Assistant Principal	
	Member/	

\*\*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 which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

## CEP Checklist

### ***All Schools***

Indicate using an "X" in the box to the left of each section that the section has been completed

	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	<b>Academic Intervention Services (AIS)</b>
	<b>Title I Plan (Only for schools receiving Title I funding)</b>
	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

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

### Annual Goal #1

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

By June 2014, 55% of students' yearly math progress in grades K-8 will show an increase as measured by a variety of assessments. These assessments include Go Math assessments, teacher-created assessments, CPM3 assessments, performance tasks and the state math exam.

### Comprehensive Needs Assessment

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

Based on the comprehensive needs assessment and the 2013 state test results, it was determined that the progress of our students in math needs to increase

### Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### A. Strategies/activities that encompass the needs of identified subgroups

- . Administer the Baseline Math Assessment
- Teachers will follow the grade curriculum map and Go Math and CPM3 which are aligned to the CCLS and allows for the teaching of fewer topics and for more time to focus on the major work of the grade.
- Rubicon Atlas will allow the teachers to align their maps to the CCLS in Math. Atlas also allows us to keep our maps uniform. There is also opportunity for the teachers to access vertical maps across the grades. This helps teachers to gain a better understanding of what is taught in the grades before and after.
- The Math block will take place for 75 minutes daily. The Workshop model will be followed. The Workshop Model will provide students with active involvement in the development of their procedural knowledge, conceptual understanding and problem solving skills.
- A variety of resources will be used. These resources include Go Math, CPMS and Test Ready.. Supplemental resources will be researched and utilized appropriately.
- Lessons will focus on fluency, application, and conceptual understanding.
- Meetings with Network 605 Math personnel to review and revamp curriculum maps, units of study and culminating tasks
- Hands-on explorations using manipulative objects will be blended into daily lessons.
- Math journals will be utilized.
- Departmentalization of 6<sup>th</sup> grade in order to match strong math teachers with students.
- Teachers will develop math goals with each student. These goals will be shared with parents and will be modified throughout the year.
- There will be a continued focus on problem solving based around the Problem of the Day. Students will learn to explain the process of how they solve problems in writing and verbally.
- Differentiated instruction via small group strategy and skills instruction in Math based on assessment data (both formal and informal).
- Grade Conferences and Lunch and Learn sessions will teach the staff how to specifically use data in the area of mathematics in order to differentiate instruction.
- Grade conferences and common planning time and Inquiry will be devoted to professional development in the area of looking at student work in order to assess student progress and appropriateness of tasks that are aligned to the CCLS.
- AIS support will be provided for all at-risk students during the regular school day through a program of targeted intervention conducted by our intervention Staff as well as during extended day.
- Test preparation classes will be offered to those students who did not make progress in Math based on the results of the 2013 State Math Exam. The class will focus on the CCLS standard and the citywide expectation of justifying their work.
- Parent Workshops will take place to give parents strategies they can work on with their students.
- Students will work in groups to create and solve open-ended problems.
- Students will be provided additional support through extended day instruction
- Technology, including Smart Boards and laptop computers will be used as vehicles for math instruction.
- Review teacher lesson plans
- Conduct formal and informal observations

- Conduct Learning Walks with a Math focus
- Demonstration of model lessons for identified teachers
- Weekly meetings held by IEP teacher and Data Specialist/Math Intervention teacher with 2 4<sup>th</sup> grade ICT classes
- Informal and formal observations
- Common planning time
- Math Bees
- Weekly Math quizzes
- Math Facts will be posted around the school and in each classroom.
- Create a Math Resource Center for teacher use
- Conduct portfolio assessments at the end of each unit
- Conduct parent workshops
- Provide opportunities for staff to attend Professional Development.
- Conduct Grade Conferences and Faculty Conferences to focus on analyzing grade data and setting measurable goals for the grade.

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**B. Key personnel and other resources used to implement each strategy/activity**

classroom teachers  
 IEP teacher  
 Go Math  
 CPM3  
 Various Internet resources and other state websites including Iowa, North Carolina, Rhode Island  
 Illustrativemathematics.org  
 Engage NY  
 Smartboard and laptops  
 Problem of the Day  
 Data Specialist/Math intervention teacher  
 Administration  
 Network 605

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

- Go Math Assessments
- CPMS Assessments
- Test Ready analysis every six to eight weeks
- The data specialist will be sent all test results and will create a spreadsheet to assist teachers with the data analysis. The data specialist will assist the teachers in determining the weakest standards.
- Goal setting
- Informal/formal observations
- Teacher created tests/assessments
- Conference notes
- Portfolios
- Daily classroom visits
- Curriculum maps

**D. Timeline for implementation and completion including start and end dates**

September 2013 – June 2014

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

- Common Planning Time
- Inquiry Period Weekly
- Grade Conferences
- Extended Day
- Faculty Conferences
- Professional Development
- Post Observation Conferences

**Strategies to Increase Parental Involvement**

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).

Parent workshops will be presented quarterly to help parents understand the new math curriculum and common core standards. Extended parent conferences will be held with the parents of students who scored a 1 or 2 on the state exam.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

<b>X</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #2**

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

**Annual Goal #2**

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

By June 2014, 55% of students' yearly ELA progress in grades K-8 will show an increase as measured by a variety of assessments including Fountas and Pinnell, Ready Gen assessments, Expeditionary Learning assessments, performance tasks and the ELA state test.

**Comprehensive Needs Assessment**

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

Based on the comprehensive needs assessment and the Spring 2013 State Test results it was determined that the progress of our students needs to increase.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**1. Strategies/activities that encompass the needs of identified subgroups**

- Implementation of Expeditionary Learning and Ready Gen
- Teacher-created, Common Core aligned Units of Study
- Small group strategy and skills instruction which will be based on assessment data
- Teachers will develop reading and writing goals with each student. The goals will be shared with parents and modified through-out the year.
- Teachers will conduct an item analysis on the state ELA test 2013 and create questions based on this analysis. These types of questions will be imbedded in the daily literacy block.
- The utilization of periodicals to further support literacy instruction in the non-fiction genre.
- Students will be challenged to think and write critically.
- Students will develop the skill of using evidence to support arguments in discussion, which will then transfer to stronger writing in literacy and math, and develop the communication and collaboration skills that support college and career readiness.
- Students will be challenged to read more rigorous material.
- RTI will be provided for all at-risk students during the regular school day.
- Extended day will also be provided for at-risk students.

- Daily independent reading will take place. Teachers will confer with students at this time.
- Formal and informal observations.
- Administration will review lesson plans.
- Develop model classrooms for literacy.
- Intervisitations in and outside of the school.
- Common planning time.
- Inquiry
- Professional Development
- Grade Conferences
- Faculty Conferences
- Post Observation conferences
- Smart board technology will be a vehicle for ELA instruction
- On-going assessments such as, Fountas and Pinnell, predictive exams, classroom tests, mid-term exams, conference notes, etc.

## **2. Key personnel and other resources used to implement each strategy/activity**

- classroom teachers
- IEP teacher
- Expeditionary Learning
- Ready Gen
- Various Internet resources and other state websites including Iowa, North Carolina, Rhode Island
- Teacher created, common core-aligned units of study
- RTI
- Engage NY
- Acuity
- Smartboard and laptops
- Data Specialist
- Department and Grade Meetings
- Common Core Pilot
- Inquiry Team Work
- Administration
- Network 605

## **3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

- Test Ready analysis every six to eight weeks
- The data specialist will be sent all test results and will create a spreadsheet to assist teachers with the data analysis. The data specialist will assist the teachers in determining the weakest standards.
- Ready Gen Assessments
- Expeditionary Learning Assessments
- Fountas and Pinnell Benchmark Assessments
- Goal Setting
- Teacher created tests/assessments
- Conference notes
- Informal/formal observations
- Units of study
- Curriculum maps
- Daily classroom visits

**4. Timeline for implementation and completion including start and end dates**

- September 2013-June 2014

**5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

- Common Planning Time
- Inquiry Period Weekly
- Grade Conferences
- Extended Day
- Faculty Conferences
- Professional Development
- Post Observation Conferences

**Strategies to Increase Parental Involvement**

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).

Parent workshops will be presented quarterly to help parents understand the new math curriculum and common core standards. Extended parent conferences will be held with the parents of students who scored a 1 or 2 on the state exam.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

<b>X</b>	<b>Tax Levy</b>	<b>Title IA</b>	<b>Title IIA</b>	<b>Title III</b>	<b>Set Aside</b>	<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #3**

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

**Annual Goal #3**

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

. By June 2014, 85% of teachers will show an increase in rigor and effectiveness via meaningful formative feedback and next steps from short, frequent cycles of observations from administration, student work, school and state assessment results and teacher goals.

**Comprehensive Needs Assessment**

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

. Based on the comprehensive needs assessment and the state test results in ELA and math. It was determined that we need to insure that all of our teachers are providing rigorous and effective instruction at all times

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**• Strategies/activities that encompass the needs of identified subgroups**

- Teachers complete a self-evaluation based on selected components of research-based rubric.
- Goal setting conversations are conducted by administration with each teacher. Teachers set goals based on the self-evaluation tool.
- Professional and instructional goals will be set by each teacher.
- Administration will meet with teachers at the beginning and end of the year in order to discuss progress towards meeting the goals they set for themselves.
- During verbal feedback sessions, administrators will develop a plan for professional development with teacher input for individual teachers based on the rubric.
- The Administration creates and follows a schedule for teacher observations. This schedule includes short, frequent cycles of classroom observation along with formal observations.
- Teachers receive evidence based applicable feedback through post-observation conferences and in writing.

- Clear expectations will be promulgated to teachers via the research-based rubric.
- These observations will be discussed amongst the administration during weekly cabinet meetings.
- Professional development will be differentiated and planned accordingly based on these observation and goal conferences.
- Grade conferences and Faculty conferences will be used for continuous professional development.
- Inter and Intra visitations will be scheduled as needed on an individual teacher basis. Based on the comprehensive needs assessment and the state test results in ELA and math. It was determined that we need to insure that all of our teachers are providing rigorous and effective instruction at all times
- Creation of study groups that will focus on rigor and instruction

• **Key personnel and other resources used to implement each strategy/activity**

- Administration
- All teachers
- Danielson Framework for Teaching
- CFN 605

• **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

- Observation schedule
- Formal Observations
- Informal Observations
- Learning Walks
- Daily classroom visits
- Mid-year and End-of-year goal conferences
- Examining Student Work
- Curriculum maps
- Assessment Results
- ARIS
- Google.docs
- Rubrics
- Report Card Grades
- Progress Reports
- Engrade
- Lesson plans

• **Timeline for implementation and completion including start and end dates**

6. September 2013-June 2014

• **Describe programmatic details and resources that will be used to support each instructional strategy/activity**

- Common Planning Time
- Inquiry Period Weekly
- Grade Conferences
- Extended Day
- Faculty Conferences
- Professional Development
- Post Observation Conferences

**Strategies to Increase Parental Involvement**

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).

Not Applicable.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
<b>X</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.										

**Goal and Action Plan #4**

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

**Annual Goal #4**

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

**Comprehensive Needs Assessment**

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

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
<ul style="list-style-type: none"> <li>• <b>Strategies/activities that encompass the needs of identified subgroups</b></li> <li>•</li> <li>• <b>Key personnel and other resources used to implement each strategy/activity</b></li> <li>•</li> <li>• <b>Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b></li> <li>•</li> <li>• <b>Timeline for implementation and completion including start and end dates</b></li> </ul>
<ul style="list-style-type: none"> <li>• <b>Describe programmatic details and resources that will be used to support each instructional strategy/activity</b></li> </ul>

**Strategies to Increase Parental Involvement**

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).

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.										

**Goal and Action Plan #5**

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

**Annual Goal #5**

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

**Comprehensive Needs Assessment**

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

***Instructional Strategies/Activities***

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- **Strategies/activities that encompass the needs of identified subgroups**  
1.
- **Key personnel and other resources used to implement each strategy/activity**  
1.
- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**  
1.
- **Timeline for implementation and completion including start and end dates**  
1.
- **Describe programmatic details and resources that will be used to support each instructional strategy/activity**  
1.

***Strategies to Increase Parental Involvement***

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).

***Budget and Resource Alignment***

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	<b>Tax Levy</b>	<b>Title IA</b>	<b>Title IIA</b>	<b>Title III</b>	<b>Set Aside</b>	<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	RTI- Grade 2 is using Fountas and Pinell RTI- Grade 3 is using Fountas and Pinnell RTI-Grade 4 is using Soar to Success and Great Leaps RTU- Grade 5 is using Soar to Success and Great Leaps	Small Group Instruction 1:1 Tutoring 1:1 Instruction	During the school day, extended day 2 x a week
<b>Mathematics</b>	Fact Fluency	Small Group Instruction	During the School Day Extended Day
<b>Science</b>	Intense Small Group	Groups of no more than 6 students	During the School Day Extended Day
<b>Social Studies</b>	Repeated Readings	Small Group	During the School Day Extended Day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Peer mediation Social Groups Social Skills Respect for ALL	Small Group	During the School Day

**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

2. All elements of the *All Title I Schools* section must be completed\*.
2. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
3. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

Indicate with an "X" your school's Title I Status.			
	<b>School Wide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>X Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

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

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

**Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

**TA Schools Only**

**Use of Program Resources**

Describe how the TA program resources will assist participating children to meet proficiency.

**TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

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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**  
**REQUIRED OF ALL SCHOOLS**  
**MAY BE LAST YEARS BUT MUST BE UPDATED**

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

## **I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

## **III. Student Responsibilities:**

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS**  
**GRADES K–12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**  
**2013–14 TO 2014–15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs’ linguistic and academic needs. This LAP form is a part of the school’s CEP. 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** [?](#)

District <b>22</b>	Borough <b>Brooklyn</b>	School Number <b>207</b>
School Name <b>P.S. 207</b>		

**B. Language Allocation Policy Team Composition** [?](#) NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>Mary E. Bosco</b>	Assistant Principal <b>Noreen Alvarez</b>
Coach <b>Deborah Getman</b>	Coach
ESL Teacher <b>Donna Kelly</b>	Guidance Counselor <b>Nora McCarthy</b>
Teacher/Subject Area <b>Tara Gibbons/Grade 3</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Donna Pimpinella</b>
Related Service Provider <b>type here</b>	Other <b>Una Devlin, Data Specialist</b>
Network Leader(Only if working with the LAP team) <b>type here</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 currently teaching in the ESL program.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently	<b>0</b>	Number of certified NLA/foreign language	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL	<b>0</b>

teaching in a bilingual program		teachers		certification	
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	1275	Total number of ELLs	27	ELLs as share of total student population (%)	2.12%
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## Part II: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs) school

Check all that apply

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

This offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
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> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0

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

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	27	Newcomers (ELLs receiving service 0-3 years)	25	ELL Students with Disabilities	0
SIFE	1	ELLs receiving service 4-6 years	1	Long-Term (completed 6+ years)	1

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 SWD. [?](#)

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	25			1			1	1		27
<b>Total</b>	<b>25</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>27</b>

Number of ELLs who have an alternate placement paraprofessional: 0

**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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	<b>0</b>													

\*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

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

Asian: \_\_\_\_

Hispanic/Latino:

Native American: \_\_\_\_

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

Other:

**Freestanding English as a Second Language**  
**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	1	1	1										5
Chinese	1	2		1										4
Russian		1												1
Bengali				1		1	1							3
Urdu	4		3	1	2		1							11
Arabic								1						1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other						1		1						2
<b>TOTAL</b>	<b>7</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>27</b>

## Part III: Assessment Analysis

### Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)	3	1		3	1		1	1						10
Intermediate(I)	4	1					1							6
Advanced (A)		2	4	1	1	2		1						11
Total	7	4	4	4	2	2	2	2	0	0	0	0	0	27

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

### NYSESLAT Modality Analysis

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

### NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3		2			2
4	2	1			3
5					0
6	3	1			4
7		1			1
8	1	1			2
NYSAA Bilingual (SWD)					0

### NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1		1				1		3
4	1		2						3
5	2								2
6			3		1				4
7			1						1
8	1						1		2
NYSAA Bilingual (SWD)									0

### NYS Science

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)									0

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

Native Language Tests		
	# of ELLs scoring at each quartile (based on percentiles)	# of EPs (dual lang only) scoring at each quartile (based on percentiles)

	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

**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 will this data help inform your school’s instructional plan? Please provide any quantitative data available to support your response.

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

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

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

NYSESLAT modality breakdown was not available at this time. With the recent influx of newcomers, we are finding that unlike our past ELL's, these newcomers have weak listening and speaking skills. This indicates a need for basic conversational skills on top of strong support in academic language instruction, and continued, rigorous curriculum that reflects sound reading and writing strategies. Analysis of ELL student results on standardized tests reveals that students perform better in Math than in other English language dominant tests. However, the data also shows ELLs making progress in English language proficiency.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Although the modality breakdown from the RNMR report is not available at this time, we have analyzed the 2013 NYSESLAT data..

Work needs to be done in the area of Reading Comprehension and Writing, which is an area of need for all students in our school. NYSESLAT data analysis is an effective tool to providing more appropriate groupings based upon modality strengths and weaknesses, not just on beginner, intermediate, or advanced levels on the whole. Differentiated instruction to focus on specific modalities becomes a reality.

According to the NYSESLAT results from the spring 2013 exam, the patterns across the grades, levels, and modalities are that the ELLs are stronger in Listening and Speaking than in Reading and Writing. The ELL students need continued support in all modalities with emphasis on Reading and Writing strategies, particularly those that target comprehension skills and writing mechanics.

According to the results of the spring 2013 New York State testing, most ELL students are approaching or below the standards in English Language Arts and Math which seems to be in line with the rest of the state due to the implementation of the Common Core Standards. In the content area of science, the students are meeting or above the standard. Students receive small group instruction in English Language Arts and the content areas during the school day and in on-going morning and after school programs.

4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

An analysis of student results over proficiencies and grades supports the above conclusions about ELL progress. For the 2013 school year, 12 of 31 (approximately 40%) of our ELL students reached proficiency on the NYSESLAT. Of the remaining students, 10 are newcomers, less than 1 year, in an English Language School System.

ELL Periodic Assessments are also used as a tool for assessing ELL needs. Results on the Reading and Writing subtests show that our students need emphasis on using evidence to support arguments. Native language support is utilized as much as possible to support ELL student learning. It is recognized that native language support is key to learning success for ELLs in all content areas, and so the ESL teacher provides as much native language support and materials as possible. The teachers and administration are in constant contact with the ESL teacher to monitor and analyze all test data. ELLs like their non-ELL counterparts in this school are in need of strong support for reading comprehension and writing, and the

school is committed to doing so as it is an initiative for the entire student body as well.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework (for grades K-5). (see [RTI Guide for Teachers of ELLs](#).)

After universal screening, teachers of ELL students work in collaboration with the ESL teacher to provide strong Tier 1 instruction. Struggling ELL's are brought up in the PPT meeting and the names are given to the RTI coordinator. The RTI provider along with the ESL teacher make decisions and analyze documentation on how instruction was differentiated to address native and second language concerns and cultural differences, the amount and type of ESL instruction, an understanding of whether or not native language support was used, and a description of the amount and type of native language instruction. In addition, they identify instructional areas (specific skills and competencies) that need further, more intense intervention, and the extent, if any, to which ESL instruction and/or native language instruction is needed during Tiers 2 and 3 interventions to ensure the student will benefit from the intervention. Every 6–8 weeks, students are monitored and the data will reveal if additional time is needed, or if the child needs to be brought to Tier 3.

6. How do you make sure that a child's second language development is considered in instructional decisions?

During the parent orientation, the teacher discusses with the parent the student's educational history and background. The parents are also asked to fill out a family interview questionnaire. The ESL teacher also looks on ARIS for a summary of educational history and background of those students who are transferring from another school. Language Assessments, including NYSESLAT, Periodic Assessments and ELA, are looked at to determine students targeted needs. Results are discussed with all teachers, including content area teachers, to determine differentiation, participation in after school or extended day programs and other instructional decisions. Resources such as bilingual/tranlation dictionaries, graphic organizers, dictionaries, and pictures are readily available for the student's use. Laptops are also available to the students so that they can access visual supports, google translator and dictionary.com. Content vocabulary and activities are prepared prior to the lesson to give the students background knowledge for the lessons. Clozed activities are also given to assess comprehension of key vocabulary. Graphic organizers, diagrams, maps, and pictures are used to support learning. In addition, the ESL teacher receives professional development and training through outside conferences and workshops. This information is then transferred to all staff via professional development meetings and faculty conferences. Other pedagogues who work with ELLs also attend workshops throughtout the year. Workshop topics include literacy based strategies for ELL's, addressing the needs of students with disabilities who are also ELL's, and content area instructional techniques addressing the needs of all ELLs. During our November and June professional development days, there is a focus on data analysis and curriculum design.

7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?

Not Applicable

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

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

## Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

Initial identification of English Language Learners begins with the distribution of the HLIS (Home Language Information Survey) at registration. The certified ESL teacher, Donna Kelly, collaborates with the school secretaries during the registration period and oversees the informal interview process conducted at this time. Parents complete a form indicating their preferred language of communication. The HLIS is then given to the parent in their native language and English and interpreters are utilized whenever possible. The ESL teacher conducts the informal interview. Based on the responses of the HLIS and parent interview, the ESL teacher will then formally assess the students with the LAB-R and Spanish LAB, if appropriate, within the mandated ten day period. A student is considered to have a home language other than English when one question (Part 1: questions 1-4) indicates that a student uses a language other than English and two questions (Part 2: questions 5-8) indicate that a student uses a language other than English. LAB-R is administered to a student once. If the student leaves the country for a year or more, the student cannot be re-tested. Once the home language has been determined by a trained pedagogue, it is entered on the HLIS form and in ATS. A copy of the HLIS is kept in the HLIS binder which is stored in the ESL room.

Students who are entitled to ESL services take the NYSESLAT exam annually in the spring. The scores from these assessments are evaluated in the fall of the next term in order to provide the best placement for ELLs, either in beginner, intermediate, or advanced groups by grade or contiguous grades. The ESL teacher

then analyzes in a more granular form these results to differentiate instruction and provide the best possible program for ELLs. The NYSESLAT also identifies those students who have reached English proficiency. Although these students are no longer entitled to ESL services, they will continue to receive supports for an additional 2 years.

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.

Once it has been determined that the student is entitled to ESL services, an entitlement letter is sent informing the parents. The letter also states a date for a parent orientation, which is offered within 10 days of admission. The ESL teacher, Donna Kelly, also calls the parent to confirm attendance. At the parent orientation, the parent is notified of the three program options. Translators are available, when possible. The three options include the Transitional Bilingual Education program, the Dual Language program, and Freestanding English as a Second Language program. The parent also watches a video in their native language that outlines all three options. Once the parent has made a selection, they fill out the Parent Survey and Program Selection form, available in English and their native language. The parent then receives a placement letter confirming the parents' program of choice. Copies of all letters are placed in both the HLIS binder which is stored in the ESL room and the students' cumulative folders. The ESL teacher then has the parents' choice entered in the ELPC within the mandated 20 day period. The ESL teacher is in communication with new parents, as well as parents of current and former ELL's, to clarify information and offer guidance regarding their child's continued or completed services. All correspondence are distributed, collected, and stored by the ESL teacher, who has confirmation of parent selection on file. A parent orientation sign in sheet is also stored in the ESL binder.

For those parents who are unable to attend the scheduled orientation, additional sessions are offered. The ESL Teacher and Parent Coordinator contact the students' families to arrange convenient times for these sessions. The ESL Teacher also meets with parents at dismissal and morning line up to remind them of the orientation sessions.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)

All forms and letters are distributed to families by the ESL teacher prior to the annual ELL orientation and information session for their review. As stated above, the letters are sent home with the students and follow up phone calls are made to remind parents of the orientation sessions. If parents are unable to attend, orientation sessions are offered, at the parents' convenience. As new students are enrolled throughout the school year, additional orientation sessions are held within 10 days of enrollment.

Upon completion of the orientation, the teacher does an inventory to ensure that all new families have returned proper forms. All forms are placed in the HLIS binder that is stored and secured in the ESL room.

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.

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

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

To determine NYSESLAT eligibility, the ESL teacher, Donna Kelly, looks at the RLER, RNMR, and the RLAT reports in ATS. A checklist is also created listing all students by grade as well as modalities. As each modality is given, individual students are checked off on the list. Jacqueline Hayes and Regina Drago, teachers at PS 207, proctored the NYSESLAT exam. They also scored the listening and writing subtests. The ESL teacher and Jacqueline Hayes attended a workshop on the implementation of the NYSESLAT. The ESL teacher turnkeyed that information to Regina Drago. All packing slips, examination certificates, test material security forms, Deputy and Proctor Certificates, Principal's Certification and any other forms are checked and rechecked by proctors. The proctors count and recount to ensure all modalities from each grade are accounted for. A copy of all of the above forms as well as the speaking scores sheets are stored in the ESL room. An additional copy of the speaking scores sheets are also stored in the Principal's Office. In the event a student is absent, the make-up date can be any time within the designated testing period of one month. No official make-ups for any subtest may be administered after the designated testing period. Any student who is absent for any part of the assessment and does not make up that part will not receive a scale score or overall proficiency level for the test.

6. 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.) 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. [🔗](#)

The trend over the past 5 years for program selection has been 90–100% freestanding ESL. The program at P.S. 207 continues to align itself with parent requests. We are committed to providing the best possible program for English Language Learners, and we are constantly seeking new ways to improve our programs, assist our parents, and in turn ensure student success for all. At this time, the Freestanding ESL model is aligned with parent requests. Parents understand their options for Transitional Bilingual and Dual Language Programs. While this is the current trend for the school's population, the administration and ESL

teacher are aware that changing demographics can change this very quickly, and so, the principal is ready to consider other models and will provide staffing for these programs should the need arise. For one of the aforementioned models to be implemented, the requirement is 15 students on two contiguous grades, speaking the same language. School leaders are prepared to provide the necessary staffing to teach these models of instruction. Parents who select a bilingual or dual language program are informed that if we reach the appropriate numbers a program will be opened. Parents are also given the option of transferring the children to school that currently offers their preferred program if it is not offered at our school .

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - 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])?

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

2. 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)?

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

3. 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 foster language development and meet the demands of the Common Core Learning Standards.

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

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

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

Where necessary, based upon level of English proficiency, ELLs are also evaluated using translated tests and bilingual staff to interpret questions.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ELL students are evaluated in all four modalities throughout the year. On-going assessments in listening, speaking, reading comprehension, grammar, and writing are given with each unit of study and results are recorded on Engrade. Guided reading levels, progress reports, anecdotes, and conferencing reports are kept by the ESL teacher as well as the classroom teacher. Each student is treated as an individual case, where progress is not only evaluated from the latest testing, but is examined longitudinally to create a better learning plan for long term ELLs and ELLs who stall at a certain level.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

ELL instruction is carefully planned and differentiated to suit the needs of all ELLs and their learning needs. Newcomers and SIFE students are under constant evaluation, as their initial transition can be very difficult. The ESL teacher works closely with the classroom teacher, and provides an "open-door" policy for these students who may come to the ESL room for extra support and learning aids throughout the day. Additional support is given through the use of laptop computers and audio books to offer continued literacy exposure. For mid-range (4-5 years) and long-term (6+ years) ELLs, the strategy changes slightly to include remedial support in all skill areas, as well as study skills, homework management, and general academic advisement. With these students, an in depth analysis and consultation of NYSESLAT scores is an integral part of their progress. Most students who stall out and are in the long term ELL range, need more assistance with reading comprehension skills and writing in response to reading. This is a heavy focus in the curriculum for these students.

In addition to ESL instruction, students in all sub groups who are evaluated as needing more support are placed in AIS Math and ELA small group intervention classes. SIFE (Students with Interrupted Formal Education) and Newcomers will receive small group targeted instruction from the classroom teachers as well as the ESL teacher. They will also receive individual tutoring from cluster teachers, parent volunteers, student teachers, and other pedagogues. Long Term ELL students and ELLs who are in the program between 4 and 6 years will receive small group targeted instruction, individual tutoring and Academic Intervention Services. These students may also receive referrals for evaluations to determine if services other than ESL are necessary. If it is determined that the students need special education services, they may receive Collaborative Team Teaching, Special Education Teacher Support Service and/or counseling.

Former ELLs are entitled to support for two years after testing proficient. An "open door" policy is in place for former ELLs as well. The ESL teacher consults with the teachers of former ELLs and encourages on-going communication to ensure the continued learning success of these students. Additionally, former ELLs will continue to be eligible to attend the many after-school programs offered throughout the year.

7. 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?

ELLs who are also classified as students with disabilities are provided additional support from the ESL teacher in the form of instructional strategies to scaffold learning, as well as counseling for students to encourage self-advocacy in their learning process. The ESL teacher attends regular meetings as well as annual IEP meetings for her students. In addition, required support services personnel work cooperatively with the ESL teacher to provide the best possible instructional plan for ELLs, while at the same time assisting these students in their learning and remediation process.

Instructional strategies include: providing comprehensible input, emphasizing communication and understanding, integrating literacy with content areas, developing vocabulary, incorporating the writing process, demonstrating the conventions of English (spelling, grammar, punctuation), using graphic organizers, and using cross-cultural connections. These strategies are implemented along with Balanced Literacy, the school-wide literacy model, Science and Social Studies Units of Study, Go Math for K-5, and CMP3 Math for 6-8. All students receive differentiated instruction based upon language proficiency level, learning styles, and individual need.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

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

### Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
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100%			
75%			
50%			
25%			
		Dual Language	
100%			
75%			
50%			
25%			
		Freestanding ESL	
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

9. 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.

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

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Evaluation of ELL program success is ongoing throughout the school year. Beginning with the analysis of NYSESLAT data from the prior spring, the ESL teacher compares data from the prior year's NYSESLAT scores to the current scores. This data serves as the overall progress and performance indicator for the end of prior year. Then, students are monitored through teacher-based assessments to track progress in all modalities throughout the current year. ELLs receive instruction in the content areas in English with native language supports such as glossaries and bilingual resources. The ELL content area curriculum is aligned with the grade level curriculum to reinforce and enhance subject matter for ELLs. Heavy emphasis is placed on vocabulary acquisition in the content area, as well as content area based writing. Wherever possible, the ESL teacher works collaboratively with the content area teachers. Students are able to bring content area assignments and project work to the ELL class regularly, where the ESL teacher provides support, guidance, and access to technology for word processing and research materials.

11. What new programs or improvements will be considered for the upcoming school year?

Each year, the ESL teacher evaluates the program, in collaboration with administration and staff to make instructional changes to better serve her students. The school continues to apply the Common Core State

Standards for all areas of instruction, and the ESL curriculum and design reflects these changes to include a greater emphasis on writing in response to reading. The ESL teacher revises the curriculum mapping for each level, and for the coming year, there will be a continued focus on non-fiction reading comprehension strategies in addition to continued writing improvement strategies. In addition, the ESL teacher will pilot Rigby's "On Our Way to English" for grades 1 and 2. With our middle school newcomers, the ESL teacher is piloting the Frontrunner series "Winning Literacy Program" that is a systematic program that coordinates the teaching of the four modalities with content area material.

In the coming year, the ESL department has a goal to expand the use of technology in the ESL classroom, as well as to provide additional enrichment, remediation, and support for ELLs in their own classroom environment. The school currently uses programs for English Language Learners such as Imagine Learning and ESL Reading Smart, and the goal for the coming year is to continue to devote more class time for students, as well as to use the data analysis of the programs to target areas of individual need. While the use of technology in the classroom is definitely a positive addition to the classroom, the ESL teacher will continue to evaluate the use of current software and other web sources.

12. What programs/services for ELLs will be discontinued and why?

We will not be discontinuing any ELL programs.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

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

Through the use of Title III funding, ELLs are afforded the opportunity to participate in other after school enrichment programs in music and language enrichment. These activities include robotics, theatre workshop, book clubs, study skills, guitar instruction, and math and science clubs. Parent workshops and English language tutorials are also offered to families.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

The instructional materials used in the ESL Program include: ESL classroom libraries (Kindergarten through Grade Five), Oxford Picture Dictionaries and Content Picture Dictionaries with workbooks, Scholastic Children's Dictionaries, FrontRunner Literacy Program, Steck-Vaughn Vocabulary Connections – A Content

Area Approach, Flash – Grammar and Writing, PCI Reading Program and SRA Photo Library. The ESL teacher uses technology such as ESL Reading Smart and the Imagine Learning Computer Program, internet resources, graphic organizers, charts, literature, poetry, guitar instruction and music appreciation, and NYSESLAT preparation materials. Students use laptop computers in all groups. Instructional materials are differentiated according to age and proficiency level. Hands-on projects are stressed overall, and the use of realia and other manipulatives are a standard for all sub-groups. All resources are age and proficiency level appropriate.

In the coming year, the ESL department has a goal to expand the use of technology in the ESL classroom, as well as to provide additional enrichment, remediation, and support for ELLs in their own classroom environment. The school currently uses programs for English Language Learners such as Imagine Learning and ESL Reading Smart, and the goal for the coming year is to continue to devote more class time for students, as well as to use the data analysis of the programs to target areas of individual need. While the use of technology in the classroom is definitely a positive addition to the classroom, the ESL teacher will continue to evaluate the use of current software and other web sources.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

As mentioned earlier, native language support is given regularly to ELLs, particularly those Newcomers and SIFE students as they transition into their new environment. Online translation tools, glossaries, audio books, and native language editions of literature are among the regular support given. Translation and bi-lingual support is also made available whenever possible.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?

The ESL teacher strives to ensure that required services for ELLs do support their learning at all ages and grade levels. The ESL teacher collaborates with the classroom teachers to promote the academic success of all ELL students. The teachers communicate the needs of their students, and the ESL teacher makes sure that the proper resources are available at all ages and grade levels.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

The school makes every effort to support newly enrolled ELLs before the beginning of the school year. At registration, the family is given a packet of resources including community organizations and other outside programs for enrichment and language instruction prior to the start of school. The school also invites ELL participants to the summer school language programs for continued English language support. The students are also able to access ESL Reading Smart throughout the summer so that they don't lose the skills they have already acquired in addition to having the opportunity to continue to make progress.

18. What language electives are offered to ELLs?

All students, including ELLs, in the middle school have the opportunity to study Spanish as a foreign language.

19. For schools with dual language programs:

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

Paste response to questions here:

## C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

The ESL teacher provides professional development for the entire staff each year so that all personnel are made aware of the components of the ESL Program, current data trends, and new methodologies. The topics for professional development include: Identifying ELL students through the Home Language Information Survey – Sept. 3, 2013, LAB-R and NYSESLAT Testing administration, style and results data – September 4, 2013, language acquisition and proficiency – October 1, 2013, ESL methodologies – December 2, 2013, cultural sensitivity/parental involvement – January 6, 2014, challenges for ELL students and how they can be supported as they transition from one school level to another– February 3, 2014, Use of technology support such as Imagine Learning, ESL Reading Smart – March 17, 2014.

Teachers that have ELL students are notified in June for the upcoming year about the number of ELL's they will have in their room. Time is designated for school staff to meet individually with the ESL teacher during the first 2 days of professional development to review data and to see if there are any new ELL admits. The ESL teacher provides support, materials, ideas, and strategies to help teachers support the ELL's in their classroom. School leaders meet individually with classroom teachers to review data and check progress on ELL students. If professional development is available through the network, school leaders will send these teachers for additional support and training. The ESL teacher offers additional professional development during faculty and grade conferences throughout the school year.

Communication is vital to successful transitioning at P.S. 207. Being a K–8 school, teachers and administrators strive to make the ELL transition a successful experience through articulation and orientation of students as they make the change to the upcoming grade. From Grade 1 to Grade 2, students move to the new building, and they receive an orientation prior to the start of the school year. Students transitioning to the P.S. 207 Fillmore Academy (the school's middle school 6–8 component) also take part in an orientation. The guidance department is an integral part in the high school transition. Students are guided through the application process, and given information and study skill training to prepare for the demands of the new year. All ELL students are part of this process, and the ESL teacher reinforces the information to ELL students, offering clarification and translated information to families if needed.

The ESL teacher participates in workshops and seminars throughout the year and turnkeys this information to the staff at regular monthly faculty conferences and other professional development sessions to provide the required 7.5 hours of professional development. Sign-in sheets and agendas reflect topics and participation. All personnel receive this professional development. The continued focus for this year is on

literacy instruction and how to improve strategies for a more rigorous and challenging curriculum for ELLs in order that they may be competitive with Non-ELL counterparts in their educational career and beyond. This is in alignment with the Common Core State Standards.

## **D. Parental Involvement**

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?

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

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

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

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

## E. 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 response to question here:

School Name: P.S. 207

School DBN: 22K207

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mary E. Bosco	Principal		10/15/13
Noreen Alvarez	Assistant Principal		10/15/13
Donna Pimpinella	Parent Coordinator		10/15/13
Donna Kelly	ESL Teacher		10/15/13
	Parent		
Tara Gibbons/Grade 3	Teacher/Subject Area		10/15/13
	Teacher/Subject Area		
Deborah Getman, Ed.D	Coach		10/15/13
	Coach		
Nora McCarthy	Guidance Counselor		10/15/13
	Network Leader		
Una Devlin	Other <u>Data Specialist</u>		10/15/13
	Other		
	Other		
	Other		

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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

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

Cluster: 6 Network: 605

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

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

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 24
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 checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" 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: 7
# of certified ESL/Bilingual teachers: 1
# of content area teachers: 6

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

### Part B: Direct Instruction Supplemental Program Information

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

### Part C: Professional Development

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

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

Begin description here: Throughout the year, the ESL teacher receives professional development and training through outside conferences and workshops. This information is then transferred to all staff via professional development meetings and faculty conferences. Donna Kelly will present all PD. PD will take place during the following months:

Sept. 5 at 11:00 - ELL identification/testing/review of forms

Oct. 15 at 3:20 - Faculty Conference - Program Overview

Dec. 10 at 10:00 - Parental Involvement/Homework support

### Part C: Professional Development

Jan. 17 at 9:30 - Non-fiction reading strategies/Math strategies

Feb. 6 at 11:30 - Test preparation

Apr. 8 at 1:30 - Use of technology support such as Imagine Learning, ESL Reading Smart.

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

In addition, professional development is also delivered during our November and June professional development days with a focus on data analysis and curriculum design. Teachers also engage in multicultural awareness training to be more sensitive to our ELL families and better assist them in their child's educational process.

All teachers who are direct instructors for the ExcELL morning and afterschool program receive a specific training on how to implement ELL methodologies into the content area presentation of the course. All instructors must complete an orientation and training from the ESL teacher who coordinates the program, prior to the start of the course. There will be two professional development sessions for 7 teachers for the Morning and Afterschool Program. Each professional development session will be one hour. They will take place on January 8, and January 15. The cost will be \$702.66. There will be two professional development sessions for 7 teachers for Math/Science night. The purpose of the two professional development sessions is to implement a plan that includes each teacher's responsibilities, acquiring materials, and recruiting student volunteers. The cost will be \$702.66.

### Part D: Parental Engagement Activities

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

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

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

**Part D: Parental Engagement Activities**

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

**Part E: Budget**

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	\$6,926.22	Title III Programs Each program has to have an ESL teacher push-in or co-teach with CB teachers. Morning Program Tuesday 3 trs x 1 hr x 10 wks x \$50.19 = \$1,505.70 Thursday 2 trs x 1hr x 10 wks x\$50.19 = \$1003.80 Friday 2trs x 1 hr x10 wks x \$50.19 = \$1003.80  After School Program Tuesday 2 trs x 1 hr x 10 wks x\$50.19 = \$1003.80  Thursday 2 trs x 1 hr x 10 wks x\$50.19 = \$1003.80  PD 7 trs x 1 hr x 2 sessions x \$50.19

**Part E: Budget**

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		=\$702.66  Parent Involvement 7 trs x 1 hr x 2 sessions x \$50.19 =\$702.66  Total = \$6,926.22
Purchased services <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>	Total = \$2393.78	NYSESLAT Preparation Materials 3 Computers
Educational Software (Object Code 199)	\$1,880.00	ESL Reading Smart license renewal(11-25 students) 8 Imagine Learning license renewal
Travel	N/A	N/A
Other	N/A	N/A
<b>TOTAL</b>	11,200	