



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(SCEP)**

**School Name:** PUBLIC SCHOOL 207  
**DBN (i.e. 01M001):** 10x207  
**Principal:** MARIA J ROSADO  
**Principal Email:** MROSADO@SCHOOLS.NYC.GOV  
**Superintendent:** MELODIE MASHEL  
**Network Leader:** BEN WAXMAN

### 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
Maria J Rosado	*Principal or Designee	
Hector Echevarria	*UFT Chapter Leader or Designee	
Diana Gonzalez	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Ileana McGeever	Member/ Paraprofessional	
Madeleine Ferrer	Member/ Teacher	
Alexandra Kravitz	Member/ Data Specialist Teacher	
Nancy Yee	Member/ Parent	
Consuelo Hernandez	Member/ Parent	
Miriam Ordonez	Member/ Parent	
Nicole Benjamin	Member/ Parent	
	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.

# School Comprehensive Education Plan (SCEP) Requirements

## Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

### **Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:**

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- 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. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- 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 SCEP 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 SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP 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).

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

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
  1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
  2. School Leader Practices and Decisions
  3. Curriculum Development and Support
  4. Teacher Practices and Decision
  5. Student Social and Emotional Developmental Health
  6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school's needs, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use

of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- 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.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) 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 (TIP) located on page 13 of the SCEP.

## SCEP Checklist

### **All Schools**

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
<b>x</b>	<b>School Leadership Team Signature Page</b>
<b>x</b>	<b>The SCEP Overview</b>
<b>x</b>	<b>Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-</b>
	1. A major recommendation with HEDI rating
	2. Statement Of Practice (SOP) selected aligned to the goal
	3. A goal aligned to the major recommendation
	4. Instructional Strategies section, A-E for each strategy or activity that supports the goal
	5. Budget & Resource Alignment section (indicating all funding sources)
<b>x</b>	<b>Academic Intervention Services (AIS)</b>
<b>x</b>	<b>Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)</b>
<b>x</b>	<b>Parent Involvement Policy (PIP)</b>

**School Information Sheet for 10X207**

School Configuration (2013-14)					
<b>Grade Configuration</b>	PK,0K,01,02	<b>Total Enrollment</b>	390	<b>SIG Recipient</b>	N/A
Types and Number of English Language Learner Classes (2013-14)					
<b># Transitional Bilingual</b>	32	<b># Dual Language</b>	N/A	<b># Self-Contained English as a Second Language</b>	N/A
Types and Number of Special Education Classes (2013-14)					
<b># Special Classes</b>	17	<b># SETSS</b>	N/A	<b># Integrated Collaborative Teaching</b>	N/A
Types and Number of Special Classes (2013-14)					
<b># Visual Arts</b>	16	<b># Music</b>	13	<b># Drama</b>	N/A
<b># Foreign Language</b>	N/A	<b># Dance</b>	N/A	<b># CTE</b>	N/A
School Composition (2012-13)					
<b>% Title I Population</b>	78.5%	<b>% Attendance Rate</b>			90.6%
<b>% Free Lunch</b>	100.0%	<b>% Reduced Lunch</b>			0.0%
<b>% Limited English Proficient</b>	33.3%	<b>% Students with Disabilities</b>			13.0%
Racial/Ethnic Origin (2012-13)					
<b>% American Indian or Alaska Native</b>	1.0%	<b>% Black or African American</b>			7.6%
<b>% Hispanic or Latino</b>	84.2%	<b>% Asian or Native Hawaiian/Pacific Islander</b>			1.8%
<b>% White</b>	4.8%	<b>% Multi-Racial</b>			0.5%
Personnel (2012-13)					
<b>Years Principal Assigned to School</b>	9.34	<b># of Assistant Principals</b>			1
<b># of Deans</b>	N/A	<b># of Counselors/Social Workers</b>			2
<b>% of Teachers with No Valid Teaching Certificate</b>	N/A	<b>% Teaching Out of Certification</b>			3.2%
<b>% Teaching with Fewer Than 3 Years of Experience</b>	22.6%	<b>Average Teacher Absences</b>			8.6
Student Performance for Elementary and Middle Schools (2012-13)					
<b>ELA Performance at levels 3 &amp; 4</b>	N/A	<b>Mathematics Performance at levels 3 &amp; 4</b>			N/A
<b>Science Performance at levels 3 &amp; 4 (4th Grade)</b>	N/A	<b>Science Performance at levels 3 &amp; 4 (8th Grade)</b>			N/A
Student Performance for High Schools (2011-12)					
<b>ELA Performance at levels 3 &amp; 4</b>	N/A	<b>Mathematics Performance at levels 3 &amp; 4</b>			N/A
Credit Accumulation High Schools Only (2012-13)					
<b>% of 1st year students who earned 10+ credits</b>	N/A	<b>% of 2nd year students who earned 10+ credits</b>			N/A
<b>% of 3rd year students who earned 10+ credits</b>	N/A	<b>4 Year Graduation Rate</b>			N/A
<b>6 Year Graduation Rate</b>	N/A				
Overall NYSED Accountability Status (2012-13)					
<b>Reward</b>		<b>Recognition</b>			
<b>In Good Standing</b>		<b>Local Assistance Plan</b>			
<b>Focus District</b>	X	<b>Focus School Identified by a Focus District</b>			X
<b>Priority School</b>					

**Accountability Status – Elementary and Middle Schools**

Met Adequate Yearly Progress (AYP) in ELA (2011-12)					
<b>American Indian or Alaska Native</b>	N/A	<b>Black or African American</b>			N/A
<b>Hispanic or Latino</b>	N/A	<b>Asian or Native Hawaiian/Other Pacific Islander</b>			N/A
<b>White</b>	N/A	<b>Multi-Racial</b>			N/A
<b>Students with Disabilities</b>	N/A	<b>Limited English Proficient</b>			N/A
<b>Economically Disadvantaged</b>	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)					
<b>American Indian or Alaska Native</b>	N/A	<b>Black or African American</b>			N/A
<b>Hispanic or Latino</b>	N/A	<b>Asian or Native Hawaiian/Other Pacific Islander</b>			N/A
<b>White</b>	N/A	<b>Multi-Racial</b>			N/A
<b>Students with Disabilities</b>	N/A	<b>Limited English Proficient</b>			N/A
<b>Economically Disadvantaged</b>	N/A				
Met Adequate Yearly Progress (AYP) in Science (2011-12)					
<b>American Indian or Alaska Native</b>	N/A	<b>Black or African American</b>			N/A
<b>Hispanic or Latino</b>	N/A	<b>Asian or Native Hawaiian/Other Pacific Islander</b>			N/A
<b>White</b>	N/A	<b>Multi-Racial</b>			N/A
<b>Students with Disabilities</b>	N/A	<b>Limited English Proficient</b>			N/A
<b>Economically Disadvantaged</b>	N/A				

**Accountability Status – High Schools**

Met Adequate Yearly Progress (AYP) in ELA (2011-12)					
<b>American Indian or Alaska Native</b>	N/A	<b>Black or African American</b>			N/A
<b>Hispanic or Latino</b>	N/A	<b>Asian or Native Hawaiian/Other Pacific Islander</b>			N/A
<b>White</b>	N/A	<b>Multi-Racial</b>			N/A
<b>Students with Disabilities</b>	N/A	<b>Limited English Proficient</b>			N/A
<b>Economically Disadvantaged</b>	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)					
<b>American Indian or Alaska Native</b>	N/A	<b>Black or African American</b>			N/A
<b>Hispanic or Latino</b>	N/A	<b>Asian or Native Hawaiian/Other Pacific Islander</b>			N/A
<b>White</b>	N/A	<b>Multi-Racial</b>			N/A
<b>Students with Disabilities</b>	N/A	<b>Limited English Proficient</b>			N/A
<b>Economically Disadvantaged</b>	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)					
<b>American Indian or Alaska Native</b>	N/A	<b>Black or African American</b>			N/A
<b>Hispanic or Latino</b>	N/A	<b>Asian or Native Hawaiian/Other Pacific Islander</b>			N/A
<b>White</b>	N/A	<b>Multi-Racial</b>			N/A
<b>Students with Disabilities</b>	N/A	<b>Limited English Proficient</b>			N/A
<b>Economically Disadvantaged</b>	N/A				

## SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

### **Reflecting upon the 2012-13 SCEP**

Answer the following questions regarding the 12-13 SCEP						
<b>Describe the strengths of your school's 12-13 SCEP.</b>						
SCEP addressed school specific needs as per SED and DOE reviews						
<b>Describe the areas for improvement in your school's 12-13 SCEP.</b>						
1. Continued improvement of academic performance for Tier II students including ELLs and SWDs						
2. Ensuring access for ALL learners, with a specific focus for ELLs and SWDs, teaching and learning						
<b>Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.</b>						
Creating a collaborative community of learners which requires school leaders to manage both human and financial resources that serve all students						
<b>Describe the degree to which your school's 12-13 SCEP was successfully implemented.</b>						
Instructional practice, aligned with the Danielson framework, and curriculum aligned to the CCLS.						
<b>Were all the goals within your school's 12-13 SCEP accomplished?</b>				Yes	x	No
<b>If all the goals were not accomplished, provide an explanation.</b>						
Progress toward the 2013 goals is evident, however, change is slow and it takes time to embed new initiatives and practices.						
<b>Did the identified activities receive the funding necessary to achieve the corresponding goals?</b>				x	Yes	No

### **Developing the 2013-14 SCEP**

Answer the following questions regarding the 13-14 SCEP				
<b>Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.</b>				
Time to implement and coordinate the new initiatives of MOSL, MTP, CCLS Shifts and STARS.				
<b>List the 13-14 student academic achievement targets for the identified sub-groups.</b>				
5% improvement in ELA and math for the lowest third, ELLs, and SWDs.				
<b>Describe how the school leader(s) will communicate with school staff and the community.</b>				
Monthly staff meetings, grade meetings, teacher team meetings, electronic daybook and monthly letter to community.				
<b>Describe your theory of action at the core of your school's SCEP.</b>				
The principal and the cabinet work to create a culture of mutual respect that fosters higher level of student and adult learning				
<b>Describe the strategy for executing your theory of action in your school's SCEP.</b>				
The school implements a standard-based curricula, with attention to reading & writing across the grades and content areas, which leads to increased student achievement; Teacher teams meet weekly to collaborate on one of the following: student work, assessments, assignments/activities and /or curriculum in order to provide access for all students.				
<b>List the key elements and other unique characteristics of your school's SCEP.</b>				
Prioritizing targets both administrative and teacher practice through on-going professional development, consistent observation of teaching staff, on-going revision of curriculum, strategic use of resources, programming of staff, analysis of data and consistency of teacher teams.				
<b>Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.</b>				
A cohesive leadership with a cabinet that meets regularly to review and refine the improvement plan based on the input from the staff & community as well as the data results.				

## Goal and Action Plan #1 School Leader Practices and Decisions (Tenet 2)

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

### **Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

Ensure all teachers use a repertoire of differentiated instructional strategies to enable them to more precisely match learning activities to specific student needs in all core subjects. (2008-2009 Quality Review Report pg. 3) Continue to ensure school time is used strategically. The school’s schedule should provide students with: access to advanced coursework, tiered interventions as needed (e.g., Response to Intervention), special education services in the least restrictive environment appropriate, language support in the chosen model of English language learner instruction, and time for teachers to work in teams.(CIE Pg 2

<b>Review Type:</b>	QR, CIE	<b>Year:</b>	2008-2009 / FY 13-14	<b>Page Number:</b>	3, 2	<b>HEDI Rating:</b>	E
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### **Tenet 2: School Leadership Practices and Decisions**

Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	<b>2.2 School leader’s vision</b>	<b>2.3 Systems and structures for school development</b>
<b>X</b>	<b>2.4 School leader’s use of resources</b>	<b>2.5 Use of data and teacher mid-management effectiveness</b>

### **Annual Goal #1**

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

By June 2014, the principal and assistant principals will conduct a minimum of 6 informal or 1 formal/3 informal classroom observations and provide teachers with formative feedback and professional development to support improved practice in competencies across the Danielson framework.

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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. School leadership will ensure instruction is aligned with the Danielson Framework that supports the implementation of the Common Core standards and shifts:
  2. Supervisors, in collaboration with teachers, will develop individual Professional Growth Plan for each teacher.
  3. Supervisory staff will meet individually with staff to review student data and develop plans for improving individual student achievement.
  4. Administrative and Instructional team members will work collaboratively to set up a schedule and observation protocols aligned with Danielson competencies. Attendance and agendas, from planning sessions and professional development activities will provide evidence of staff progress
- **Key personnel and other resources used to implement each strategy/activity**
  1. Principal, assistant principal, coaches, teachers
  2. Principal, assistant principal, coaches, teachers
  3. Principal, assistant principal, coaches, teachers
  4. Principal, assistant principal, coaches, teachers
- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
  6. By February, completion of two supervisory observation with associated lesson plans for each teacher will provide evidence of improved instructional practice
  7. Completion of individual professional growth plan for each teacher
  8. Completion the initial review of student data and the action plans for improving individual Tier II students’ achievement
  9. Determine a tentative calendar of teacher observations based on both the level of teacher experience and need, samples of supervisory observations and lesson plans will provide evidence of staff progress
- **Timeline for implementation and completion including start and end dates**
  1. October 2013-April 2014
  2. September- October 2013
  3. Fall 2013 and Spring 2014

4. September – October 2013, review in January 2014
▪ <b>Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
1. Time for professional development, per session and per diem
2. Scheduled time during the school day for individual conferences with each teacher and an administrator
3. Scheduled time during the school day teacher observation and pre- and post conferences

**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>PF Set Aside</b>		<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.										
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.										
	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>	<b>x</b>	<b>PF Common Core</b>			
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>		<b>PF Parent Engagement</b>			
	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>		<b>PF Supporting Great Teachers &amp; Leaders</b>			

**Goal and Action Plan #2 Curriculum Development and Support (Tenet 3)**

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

**Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).									
Deepen the work across grades and subjects to align curricula to the CCLS and embed rigorous habits and skills in academic and assessment tasks so that all students are required to demonstrate higher order thinking (1.1)									
<b>Review Type:</b>	Quality Review	<b>Year:</b>	2012-2013	<b>Page Number:</b>	6	<b>HEDI Rating:</b>	E		

**Tenet 3: Curriculum Development and Support**

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.									
<b>x</b>	<b>3.2 Enact curriculum</b>				<b>3.3 Units and lesson plans</b>				
	<b>3.4 Teacher collaboration</b>				<b>3.5 Use of data and action planning</b>				

**Annual Goal #2**

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.									
By June 2014, teacher teams will design and implement curriculum units in math, ELA, social studies and science which include rigorous tasks engaging students and in alignment with CCLS as evidenced by tasks, classroom observations and teacher-team evaluations. Curriculum units will contain multiple entry points ensuring access for ALL learners, with a specific focus for ELLs and SWDs.									

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.									
<b>A. Strategies/activities that encompass the needs of identified subgroups</b>									
1. The Data specialist along with the coaches will provide teachers with school-wide as well as individual student data in area of ELA, Theme (S.S. & Science) and math. They will facilitate professional development activities on interpreting the data and utilizing the information to develop curriculum unit which are aligned with the CCLS									
2. Literacy, Math and Theme coaches will provide staff with the tools and strategies needed to develop engaging unit plans and tasks in ELA, math, social studies and science which are aligned with the CCLS									
3. Teacher teams will meet during common planning time to plan and align curriculum									
4. Teachers will utilize a "Looking at Student Work" protocol to gather information about student learning and inform revision of instructional units.									
5. New teachers meet regularly with mentors, coaches and principal to discuss challenges and success as they work to align units of study									
<b>B. Key personnel and other resources used to implement each strategy/activity</b>									

1. Data specialist, Coaches (Literacy, Math, Theme) and teachers
2. Educational consultants, assistant principal, teachers
3. Network instruction support staff, teacher teams
4. Teachers, coaches, ESL specialist
5. New teachers, coaches, principals, per diem and per session
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
1. Completed data analysis for each student, observation of implementation of monthly professional development
2. Completed unit plans and tasks in ELA, math, theme (social studies and science) which are aligned with the CCLS and shifts
3. Agendas & Attendance of planning sessions with area of focus
4. Observation of implementation of the <u>student</u> protocol during teacher team planning time
5. Attendance of new teachers at meetings with coaches and administrators
<b>D. Timeline for implementation and completion including start and end dates</b>
1. BOY (September –November 2013)
2. October 2013-May 2014
3. Monthly, October 2013 to May 2014
4. Weekly, October 2013 to June 2014
5. At least 1x month, October 2013–May 2014
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
1. Per session for data analysis for after school meeting
2. Per session for after school and per diem for PD coverage
3. Scheduled time during the school day for common planning
4. Scheduled time during the school day for teacher teams to master and apply the LSAW protocol
5. Meet and Eat meetings during teacher lunch periods for new teachers

**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>PF Set Aside</b>		<b>Tax Levy</b>		<b>x</b>	<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.												
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.												
	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>	<b>x</b>	<b>PF Common Core</b>					
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>		<b>PF Parent Engagement</b>					
	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>		<b>PF Supporting Great Teachers &amp; Leaders</b>					

**Goal and Action Plan #3 Teacher Practices and Decisions (Tenet 4)**

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

**Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).			
Strengthen teaching practices across classrooms to result in higher-levels of student thinking, engagement in discussions, ownership of learning, and accelerated progress for all learners. (1.2)			
<b>Review Type:</b>	Quality Review	<b>Year:</b>	2013
<b>Page Number:</b>	6	<b>HEDI Rating:</b>	E

**Tenet 4: Teacher Practices and Decisions**

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.			
	<b>4.2 Instructional practices and strategies</b>		<b>4.3 Comprehensive plans for teaching</b>
	<b>4.4 Classroom environment and culture</b>	<b>x</b>	<b>4.5 Use of data, instructional practices and student learning</b>

**Annual Goal #3**

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

By June 2014, all students, including ELLs and SWDs, will demonstrate progress toward achieving State standards as measured by a 5% increase in students scoring at Levels 3 & 4 on the ELA NYCDOE Assessments (BOY vs EOY)

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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**

To improve achievement for all students, including ELLs and SWDs, the following professional development activities will be offered to staff to improve teacher effectiveness in delivering instruction in ELA and math: Educational consultant will facilitate workshops with the ELL/SWD teachers and classroom teachers to provide teachers with the skills and strategies necessary to deliver the ELA to ELLs/ SWDs students as well.

1. Coaches will work with Special education achievement coach to review curriculum maps on each grade to ensure the units are in alignment with CCLS and informed by data. Coaches in turn will work with teachers on the grade during teacher teams meetings to turnkey.
2. ESL teacher and coaches will provide teachers with demonstration lessons and feedback regarding ELL strategies used in conjunction with the Literacy and Theme curriculums. She will support teacher teams as they develop ELA units and tasks for ELLs.
3. Network ASE, will facilitate PD activities for teacher of SWDs. Monthly activities will include the development of literacy strategies in alignment with the grade level CCLS.
4. Teacher programs include 2 periods per week of common planning time. In grade teams, teachers will analyze data obtained from summative and formative assessments to identify students in need of AIS or enrichment activities. Common planning will occur weekly from September to June

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

1. Network instructional support specialist, ELL teachers, SE teachers, classroom teachers
2. Network Special education coach, grade and subject area teams
3. Network ELL specialist, ESL and classroom teachers
4. Network ASE and SE teacher(s)

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

1. Administrative observation of implementation of differentiation of instruction for ELLs and SWDs in general education classroom
2. Units of study that exhibit Understanding by Design (UBD) precepts
3. Improved performance of ELLs in ELA as evidenced by interim assessments
4. Improved reading and writing instruction as per teacher observation

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

1. Monthly workshops and assessment, November 2013 to June 2014
2. Monthly workshops and assessment, November 2013 to June 2014
3. Monthly workshops and assessment, November 2013 to June 2014
4. Monthly workshops and assessment, November 2013 to June 2014

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

1. Educational consultant, common planning time for teachers to attend PD sessions
2. Network Special education achievement coach, common planning time for teachers to attend PD sessions
3. Network ELL specialist, common planning time for teachers to attend PD sessions
4. Network ASE, common planning time for teachers to attend PD sessions

**Budget and Resource Alignment**

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness	x	PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

### Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)

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

#### **Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

4.4 Maintain a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults QR page 6

<b>Review Type:</b>	QR rubric	<b>Year:</b>	2013	<b>Page Number:</b>	3	<b>HEDI Rating:</b>	E
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#### **Tenet 5: Student Social and Emotional Developmental Health**

Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	<b>5.2 Systems and partnerships</b>	<b>X</b>	<b>5.3 Vision for social and emotional developmental health</b>
	<b>5.4 Safety</b>		<b>5.5 Use of data and student needs</b>

#### **Annual Goal #4**

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

By June 2014, all students, including ELLs and SWDs ,will demonstrate progress as measured by a 5% increase in positive behavior on the students scoring on the School’s Behavior Survey Skills (Teacher Nomination Form)

#### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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**

1. Continued implementation of the school’s RTI action plan to address both academic and behavior.
2. Administer screening tools as well as benchmark assessments to continuously monitor students’ progress both academic and behavior.
3. During Teacher Team meetings follow the “Student Protocol Model” to discuss students, share practices, strategies, challenges and elicit input from colleagues on possible next steps to support students
4. Implementation of NYCDOE Respect For All and attendance mentor program
5. Training of Staff: Dignity Act, ESR, PBIS, Crisis Intervention, Respect for All Attendance mentor plan, Behavior surveys, Character Education lessons,
6. Target small group/guided reading instruction daily as well as SW interns working with students in the socio-emotional domain.
7. School-wide Traffic Light system used in the classroom for behavior monitoring for Tier 1 and character trait activities

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

1. Principal, assistant principal, coaches, teachers and support staff.
2. Coaches, teachers
3. Coaches, teachers
4. Principal, assistant principal, coaches, teachers and support staff
5. Principal, assistant principal, coaches, and support staff
6. Coaches, teachers and support staff
7. Principal, assistant principal, coaches, teachers and support staff

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

1. Completed data analysis for each student, observation of implementation of monthly professional development
2. Completed unit plans & assessments and tasks in ELA, math, theme (social studies and science) which are aligned with the CCLS and shifts

3. Agendas & Attendance of staff with area of focus
4. Observation of implementation of the student protocol during teacher team planning time
5. Agendas & Attendance of staff with area of focus, and Implementation of such.
6. Lessons, anecdotes,
7. Observations PBIS, PS 207 Expectations, Mentor plan

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

1. October 2013-June 2014
2. October 2013-June 2014
3. October 2013-June 2014
4. October 2013-June 2014
5. October 2013-June 2014
6. October 2013-June 2014
7. October 2013-June 2014

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

1. Network support staff and Professional development activities.
2. Monthly workshops, assessment, November 2013 to June 2014
3. Monthly workshops, assessment, November 2013 to June 2014
4. Monthly workshops, assessment, November 2013 to June 2014
5. Monthly workshops, assessment, November 2013 to June 2014
6. Teacher team meetings, IST meetings
7. Teacher Feedback, Attendance and OORS monitoring

**Budget and Resource Alignment**

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .

	PF AIS	PF CTE	PF College & Career Readiness	PF Common Core
	PF ELT	PF Inquiry Teams	PF NYS Standards and Assessments	PF Parent Engagement
X	PF Positive Behavioral Management Programs		PF RTI	PF Supporting Great Teachers & Leaders

**Goal and Action Plan #5 Family and Community Engagement (Tenet 6)**

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

**Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve them

<b>Review Type:</b>	QR	<b>Year:</b>	2013	<b>Page Number:</b>	3	<b>HEDI Rating:</b>	E
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**Tenet 6: Family and Community Engagement**

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	<b>6.2 Welcoming environment</b>	<b>X</b>	<b>6.3 Reciprocal communication</b>
	<b>6.4 Partnerships and responsibilities</b>		<b>6.5 Use of data and families</b>

**Annual Goal #5**

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

In the 2013-2014 NYCDOE School Survey Report, parental response rate will increase 10%



## 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

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
<b>ELA</b>	<p>Extended Day Program: Scott Foresman Sidewalks Reading Street Program; Repeated readings</p> <p>Project Read: Double Dose Foundations; Direct Instruction and/or Guided Reading, Core Knowledge, Guided Writing and Shared Writing</p>	<p>Small group instruction, Shared and Guided reading; one to one and direct instruction</p>	<p>During the school day:</p> <p><b>- CKLA Program 3x weekly: 30 second graders; 18 first graders; 12 kindergarten students</b></p> <p><b>-Guided reading instruction 5x weekly: 60 first graders; 12 second graders</b></p> <p><b>-Small group CCLS literacy reading and writing instruction 2x-3x weekly: 12 second; 12 first graders; 30 kindergarten students</b></p> <p>Early morning program <b>3x weekly-students participating: 111 first graders and 95 second graders</b></p> <p>After School Program <b>2x weekly: 122 students participating; 67- 2<sup>nd</sup> graders, 55 -1<sup>st</sup> graders</b></p>
<b>Mathematics</b>	Go Math Program Extensions; <b>CCLS Curriculum</b>	Small group instruction; guided; one to one instruction	<b>During the school day 2x weekly: 6 second grade students, 12 first grade students; 6 kindergarten students</b>
<b>Science</b>	<b>Harcourt Science Program and CCLS Curriculum</b>	Small group instruction; guided; one to one instruction	<b>During the school day 2x weekly: 6 first grade students; 12 kindergarten students</b>
<b>Social Studies</b>	<b>Houghton Mifflin Harcourt NYC Social Studies Program and CCLS Curriculum</b>	Small group instruction; guided; one to one instruction	<b>During the school day 2x weekly: 6 first grade students; 12 kindergarten students</b>
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Socialization , Coping skills, character development	Small group and 1-to1 depending on the students' needs & social-emotional	During the school day

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

5. All elements of the *All Title I Schools* section must be completed\*.
5. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
6. 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>X</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>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.
For recruiting purposes we use the DOE Teacher Finder, Teaching Fellows, Teach for America, Open Market, College Student Teachers Placements, DHR and Central borough wide hiring Job Fairs. Based on the candidates strengths we interview and match candidates with our school community. Our school's has a low turn-over rate of teachers and we maintain this status by affording on-going professional development opportunities, teacher teams collaborations, intra as well as inter-visitations, peer to peer collaboration, coaches as well as administrative support in embracing and extending our instructional initiatives and expectations, and establishing common preparation & lunch periods for networking. Our coaches and consultants work with teachers in cycles throughout the year focused on the needs as well as initiatives for the year. Teachers also use the services of the DOE professional development, network- based opportunities, UFT teacher center established at the school as well as any coursework which they may need.

**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).
<ul style="list-style-type: none"> <li>• Promote and facilitate CCLS aligned student work that reflects the implementation of current system-wide reform initiatives</li> <li>• Integrate professional development for monolingual and bilingual/ESL staff into the ongoing instructional activities of the school, for example, through multidisciplinary planning, common preparation periods, and locally designed professional support</li> </ul> Involve parents in their children's education through greater collaboration with teachers and other school staff, and increased engagement in the school's education program

**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 <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
As an SWP school, we have combined Title I funds with other federal, State, and local resources;; funds are used to benefit all students in the school, but a priority is to provide Academic Intervention Services to at-risk students

**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.).
We have on-going communication with the Preschools in the neighborhoods. Staff members visit and provide presentations about our school life and expectations. Every June incoming prekindergarten students are invited with their teachers to visit our school and we provide a tour to the Kindergarten classrooms. Parents as well are invited to an Orientation meeting where they receive an orientation, tour the classrooms and meet the Kindergarten teachers and key personnel in the school.

**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.
Teachers on the MOSL team have worked collaboratively to determine the selection of of appropriate multiple assessment measures, as well as professional development has been provided to the entire staff.

**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).

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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**Parent Involvement Policy (PIP) Template**

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**MAY BE LAST YEARS BUT MUST BE UPDATED**

SCHOOL-PARENT COMPACT

2013-2014

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

This School-Parent Compact is in effect during school year 2013-2014

**School Responsibilities**

The P.S. 207X will:

- provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
  - using academic learning time efficiently;
  - respecting cultural, racial and ethnic differences;
  - implementing a curriculum aligned to the Common Core State Learning Standards and Shifts;
  - offering high quality instruction in all content areas;
  - providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act
  -

Support home-school relationships and improve communication by:

- hold parent-teacher conferences (at least two times a year) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:  
November and March
- provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:  
School Report Card, Progress Report, Portfolios
- convene an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arrange additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respect the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- provide information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involve parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- provide parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensure that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: appointments or walk in SBST, Social Worker, Parent Coordinator, Assistant Principal, Principal, AIS Teachers, Counselors, SBST, Reading Teachers, SETTS, CRT
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:  
Class parents, Class celebrations: projects, literacy, assemblies, Open School Week, School wide celebrations, Curriculum Orientation, Recess, etc.

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

### **Parent Responsibilities**

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

- Supporting my child's learning by making education a priority in our home by:
  1. making sure my child is on time and prepared everyday for school;
  2. monitoring attendance;
  3. making sure that homework is completed;
  4. Review discipline code and behavior at school.
- volunteering in my child's classroom;
- participating, as appropriate, in decisions relating to my child's education;
- participating in school activities on a regular basis;
- staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child and responding, as appropriate;
- communicating positive values and character traits, such as respect, hard work and responsibility;
- respecting the cultural differences of others
- we would like to send out questionnaires to the parents so that we can know as parents what we can do to better the children's education. Open up the parents options. We would also like Learning Leaders for the future of the children.

## **PART II OPTINOAL ADDITIONAL PROVISIONS**

### **STUDENT RESPONSIBILITIES**

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

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

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

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

The P.S. 207X will:

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

**OPTIONAL SCHOOL RESPONSIBILITIES**

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

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

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

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 with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

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

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;

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

### III. Student Responsibilities:

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

**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>10</b>	Borough <b>Bronx</b>	School Number <b>207</b>
School Name <b>PS 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>Maria J Rosado</b>	Assistant Principal <b>Leigh Betancourt</b>
Coach <b>Diane Carrero, Literacy</b>	Coach <b>Janet Parry, Mathematics</b>
ESL Teacher <b>Jong Pressey</b>	Guidance Counselor <b>Ruth Torres, Social Worker</b>
Teacher/Subject Area <b>Alexandra Kravitz, Data</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Maria Garcia, K/1 Bil. Sp. Ed</b>	Parent Coordinator <b>Alexander Rodriguez</b>
Related Service Provider <b>Carmen Arias, BilingualSpeech</b>	Other <b>type here</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>3</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 teaching in a bilingual program	<b>4</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>1</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>391</b>	Total number of ELLs	<b>133</b>	ELLs as share of total student population (%)	<b>34.02%</b>
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## Part II: ELL Demographics

### A. ELL Programs

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

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

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>	2	2	2											6
<b>Dual Language</b> <small>(50%:50%)</small>	0	0	0											0
<b>Freestanding ESL</b>														
Push-In	1	1	2											4
Pull-out	1	1	2											4
<b>Total</b>	4	4	6	0	0	0	0	0	0	0	0	0	0	14

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	137	Newcomers (ELLs receiving service 0-3 years)	137	ELL Students with Disabilities	8
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6+ years)	0

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	65	0	5	0	0	0	0	0	0	65
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	69	0	4	0	0	0	0	0	0	69
Total	134	0	9	0	0	0	0	0	0	134

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
Spanish	25	23	22	0	0	0	0	0	0	0	0	0	0	70
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	<b>25</b>	<b>23</b>	<b>22</b>	<b>0</b>	<b>70</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																		
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE 0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE 0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>																			

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE 0	0	0	0	0	0	0	0	0	0	0
SELECT ONE 0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	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
<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): <u>0</u>	Number of third language speakers: <u>0</u>
Ethnic breakdown of EPs (Number):	
African-American: <u>0</u>	Asian: <u>    </u>
Native American: <u>    </u>	White (Non-Hispanic/Latino): <u>    </u>
	Hispanic/Latino: <u>    </u>
	Other: <u>    </u>

**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	3	10	22											35
Chinese	1	0	0											1
Russian														0
Bengali														0
Urdu														0
Arabic	4	5	0											9
Haitian														0
French	1													1
Korean														0
Punjabi														0
Polish														0
Albanian	0													0
Other														0
<b>TOTAL</b>	9	15	22	0	0	0	0	0	0	0	0	0	0	46

## 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)	17	12	6											35

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	4	19	21											44
Advanced (A)	31	6	16											53
Total	52	37	43	0	0	0	0	0	0	0	0	0	0	132

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													
READING/ WRITING	B													
	I													
	A													
	P													

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	0	0	0	0	0	0	0
8									0
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	0	0	0	0
Integrated Algebra	0	0	0	0
Geometry	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math 0	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0
Global History and Geography	0	0	0	0
US History and Government	0	0	0	0
Foreign Language	0	0	0	0
Other 0	0	0	0	0
Other 0	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

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

## 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.

1. Early Literacy Skills are measured via ELSOL, ECLAS2, EPAL, Mondo assessments in Kindergarten, Estrellita in Bilingual classes, EDL and DRA2. Based on the results of the data, English Language Learners as well as monolingual students still struggle with the vocabulary development and higher level comprehension skills. The information helps us in the revision of the curriculum calendars and in planning differentiated instruction that will meet the students' needs, consider learning styles in the delivery of instruction in the classroom as well as design activities that scaffold students' learning to provide additional supports and promote rigor to extend their learning.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
see response #3
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](#))

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

4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
    - a. When reviewing results of the DRA and EDL, the pattern has been that as students make significant improvement in the EDL, progression in DRA is evident. Initially, especially for students in Kindergarten Bilingual children do not fare well in tests taken in English as compared to native language testing. As the student becomes more proficient in their native language there is a marked improvement in English language assessments as well. DRA results may take a longer period to show improvement, thus making the support to move them along the continuum all the more crucial. Based on past trends, students who have been in our program more than one year show significant gains in Listening and Speaking, (BICS) as they become stronger and progress in reading. There is a gradual increase as seen in Early Literacy assessments.
    - b. The data received from periodic assessments (DRA, ECLAS2, ELSOL and EDL) administered is utilized by the SLT to allocate resources, determine hiring practices as well as provide greater support to students as well as pedagogical instructional support as programs are implemented.
    - c. Periodic assessments (DRA, EDL, ECLAS2, ELSOL) have shown that as students strengthen Native Language Literacy skills, there is a marked improvement in assessments taken in the second language. The Native Language is used to scaffold and build a deeper understanding of content and language in order for students to easily transfer those skills to the second language.
5. 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](#).)

Data is used to screen and monitor the progress of students. Data is derived from the following sources EDL, El Sol, DRA 2 and

ECLAS in addition to NYCDOE assessments. There are also interim assessments in reading, writing, mathematics and thematic studies which include Science and Social Studies. The outcomes of the screening results and the assessments are analyzed and guide in outlining the strengths and needs of each individual student to determine in what tier they fall as well as how to best support them in Tiers 1,2 and 3. The information helps us design a Tier 2 program in addition to Tier 1 initiatives. Tier 1 is to provide the students with additional support in the areas of academic need (skills/concepts/strategies) utilizing UDL and DOK to extend the students' learning. The RTI team and the classroom teacher monitor the students progress (both academic & socio-emotional via assessments & observations) and decide on the next steps with skills/strategies and concepts via lessons, activities, student interest, varied modalities as entry points for instruction and programming designed to continue to support academic growth.

6. How do you make sure that a child's second language development is considered in instructional decisions?  
When monitoring student progress, the assessments (administered in both languages for bilinguals), teachers' observations and classwork are taken into consideration to see the students' growth or lack of growth and plan instruction accordingly. Content area teachers use paralinguistics, visuals and hands on instruction to support students english language skills. They provide ample opportunities for students to use expressive and receptive language. Inquiry based, project based learning and the workshop model allow students to develop their BICS and CALP while applying the skills, concepts or strategies during instructional time. The school makes sure that ELL students are provided with Native Language support in the bilingual programs as well as providing L2 instruction. ESL students in monolingual classrooms are measured based on the outcome of the language objectives as well as the ESL teacher's input. These become essential components in determining the support that the child should be provided to facilitate development of their second language. Both bilingual and ESL students language development is closely monitored through assessment results to determine correlations and patterns which impact the revision of pedagogy and/or curriculum maps.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?N/A -We do not currently offer a Dual-Language Program.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
Although the ultimate measure of success is the scores from the NYSESLAT, scores in each strand are examined and trends are identified that impact instructional decisions for the following school year. We measure their growth on an on-going basis by administering BOY, MOY and EOY assessments in the content areas as well as interim assessments. Utilizing these tools, we are able to get a picture of the whole child and can then determine what supports are working or not working. If the supports aren't sufficient, then we have to determine what changes should occur in our instructional program in order to increase achievement within our ELL population.

## 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](#).)  
Our ESL teacher has permanent TESOL certification, an ESL license, as well as a common branch license for Pre-k to 6th grade. At registration, the parent/guardian of every newly enrolled child that enters a New York City public school for the first time must fill out a HLIS. If the HLIS is not available in the parent's home language, we seek out the assistance of the Translation and Interpretation Unit and administer the English version. Our ESL Teacher is present to assist and review the Home Language Surveys of all newly enrolled students. If the parent/guardian checks "other" at least once in items 1-4 and at least twice in questions 5-8, then the child is eligible for LAB-R testing after an informal interview. If "other" is checked in item #5 and all others are checked "English" in 5-8, then the Principal, AP or pedagogue should establish home language based on an interview.

LAB-R is administered within ten days of being a first time registrant to the NYC public school system. Once the LAB-R is administered, Ms. Pressey refers to Assessment Memorandum 2 that provides a table with the LAB-R cut scores. The ESL teacher, Ms. Pressey then makes the OTELE (Other Than English Language Exposure) determination, and completes all portions of the HLIS and signs it, filing it in the student's cumulative record folder while keeping a copy for monitoring purposes. At some point, the ESL teacher takes time to update and file the Home Language Surveys of the newly admitted students and prior ELL students, ensuring accuracy by rechecking students' information. If the student does not pass the LAB-R in English, it is then administered in Spanish (If the child is Hispanic). Once the LAB-R score is determined to be a score that is not a passing one, parents of that child will receive an entitlement letter that also states the LAB-R score and the three different program models that parents can choose from. The parent is notified in writing of their child's status as an ELL and is invited to come in and view the Parent Orientation video for Parents of Newly Enrolled English Language Learners. After making their program model choice, parent will receive a Placement Letter. Parents of those students who pass the LAB-R will receive a Non-Entitlement Letter.

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

2. 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.

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

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 [\[see tool kit\]](#).)

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

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

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

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

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.

Once the parent has made their choice as to which program they want for their child, students are placed in their respective classes for the school year, either a Bilingual class or a monolingual class with ESL services. During parent orientation after parents view the video that explains all of their options they are allowed to make their choice and fill out the Parent Choice Form. Once this is filled out, the parent will receive a placement letter and an entitlement letter on the spot if they are new to the NYC public school

system. If the child passed the LAB-R, the parent will receive a Non-Entitlement letter via student backpack, a formal appointment with Ms. Pressey and lastly, U.S. mail return receipt requested if all else fails. Parents of ELL students who took the NYSESLAT exam will receive a letter stating what their child scored and whether they will receive ESL or Bilingual/ESL service or not based on their test score. ELL students who are placed in the monolingual class at parental request will also receive a letter indicating that these students will receive ESL services by Mrs. Pressey, ESL teacher. Students who are in the Bilingual classes will continue in the TBE class. All documents are checked off on a master list for that child as they are returned. All original documents for that child are placed in the child's cumulative record folder and a copy is kept in a binder filed by class in the Assistant Principal's office.

5. 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.

Our school reviews the NYSESLAT Manual from NYSED in order to review testing protocol and procedures. We then sit with the Principal to schedule test administration days, one day per strand in addition to make up days for absent students. We also designate the days the gridding team will be working as well. The ESL Test Coordinator also attends a professional development session on test administration and turnkeys to the teachers testing in addition to proctors and the scoring committee. Once the dates have been designated, letters are sent home to all families of students testing to ensure they are aware of the testing dates. Parents are also invited to attend a workshop in our school to help them in preparing their children for NYSESLAT Testing. Scheduling of all students that will be testing and testing accommodations as per IEP's are strictly adhered to. Once materials arrive they are counted and locked up in a secure location. The first portion of the test, the speaking portion is administered as per the assigned NYSED testing window. Teachers do not test the students they service and a schedule is created and adhered to in order to ensure all regulations are followed. Two weeks prior to testing, a memorandum is sent out regarding classroom preparation detailing the covering of walls and book shelves, arrangement of furniture, the use of dividers on student desks, etc. Once testing has been completed, absent students are allowed to make-up the tests during designated days. If there are students that are still absent from school during make up days, ATS verification is included with that students grids to corroborate their absence.

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.  Over the last two years, the program choice has been higher for Bilingual Education. This year however, about 26 parents of new students chose ESL and about 35 parents of new students chose Bilingual classes. Our program models are aligned with parent requests. Should a need arise, we will work closely with the parent to accommodate the parent's choice. Parental choice is honored 100% of the time. In addition, we have a file set up with names of parents and children who would have preferred a different choice. In the event that we can accommodate them at some point in the future, they will be notified.

# 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])?
    - 1A) There are three bilingual, general education classes and one bilingual special education class. We have an ESL push-in and pull out program for ELL students in grades K-2.

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

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

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

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

Our English Language Learners participate in our Extended Day Morning Program where the instructional focus this year is on phonetic awareness, reading practice utilizing strategies and fluency practice using the Sidewalks Reading Intervention Books. During this time, students receive targeted practice to improve their development as readers. English Language Learners are also part of our After School program where the instructional focus is literacy based also. English Language Learners that have reached proficiency on the NYSESLAT will receive transitional support of one additional period of ESL instruction from the ESL teacher. English Language Learners in our school are afforded the same opportunities as any other child in our school. In addition to being a part of our After School Literacy Program, we also have a dance club underway, a school chorus, an art club and a sports club.
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)?

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

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

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.

In our Transitional Bilingual Education program, and our ESL push in/pull out program, instruction in mathematics is delivered in English using the CALLA approach. The math period follows the workshop model as well. There is whole group instruction to introduce concepts/strategies or skills. Within the whole group mini-lesson, students are afforded an opportunity to turn and talk and practice the concept/strategy or skill they were taught during that period or in past lessons. Students then go off to practice in a variety of structures set by the teacher which can include any of the following: teacher directed instruction, cooperative group work, independent work or peer collaboration. At the end of the period, students will have a turn to share the strategy or process in working out the math problem or computation. This allows them to fortify and practice their oral language and auditory skills. Students are afforded visuals and hands-on materials to practice math as they move from the concrete to the representational and finally, the abstract in order to support their conservation of mathematical skills/strategies or concepts. Instruction in Bilingual classes is done in Language 1 and 2.

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

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
English Language Learner's are assessed in their native language skills utilizing beginning of the year, middle of the year, end of the year in house assessments in addition to ELSOL and EDL which provide benchmark data. We are also implementing the Estrellita Native Language Reading Program which serves as an initial screener and has evaluative components. Progress monitoring is also done throughout the year.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
Students are assessed informally throughout the year in addition to the yearly mandated formal assessments required by the state and periodic assessments. Both classroom teachers, RTI Team and ESL teacher review the students status and eligibility to make sure that they are appropriately assessed. Assessment data is analyzed to gain insight into the child and their strengths as a

learner. Instruction also focuses on reading, writing, and listening especially during literacy as well as in other content areas where students must listen to a story, respond to it and are allowed opportunities to practice accountable talk via peer to peer discussions.

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).

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

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

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

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

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

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?

In alignment with Universal Design for Learning and CALLA, all students including ELL's-SWD's benefit from participating in tasks that are engaging and aligned with students zone of proximal development. Methods, materials and assessments are usable by all. Access to both information and learning is maximized. In addition, teachers present information and design learning tasks in a way that addresses the different modalities of learning-visual, kinesthetic, tactile and auditory. Balanced Literacy and the Math Framework is utilized and lessons are presented that follow the design of the Workshop Model. In addition, Science and Social Studies are taught in cycles daily via project and inquiry based learning utilizing the Workshop Model as well. During each instructional period there is a component where teachers confer daily with different groups of students to assess individual learning and plan next steps for that child as well as the class as a whole. Students that are English Language Learners with disabilities are held to the same expectations as those without disabilities. The instructional approach may vary as per the students needs, IEP and learning modality. Students in self contained classes who may be performing on grade level in a particular academic area are mainstreamed into general education classes for that subject to address that particular student's strength. Materials used are Common Core Language Arts, Making Meaning, content based literature, informational texts, instructional videos, technology via desktops, laptops, Smartboards and document cameras.

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?

Assessment data from all sources is examined. Curriculum maps also include a component with activities suggested for English Language Learners and students with disabilities as these subgroups are held to the same expectations as those without disabilities. The instructional approach may vary as per the students needs, IEP and learning modality. Students in self contained classes who may be performing on grade level in a particular academic area are mainstreamed into general education classes for that subject to address that particular student's strength and foster academic growth.

### 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
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### 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

Native Language Arts:	0		0	0
Social Studies:	0		0	0
Math:	0		0	0
Science:	0		0	0

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

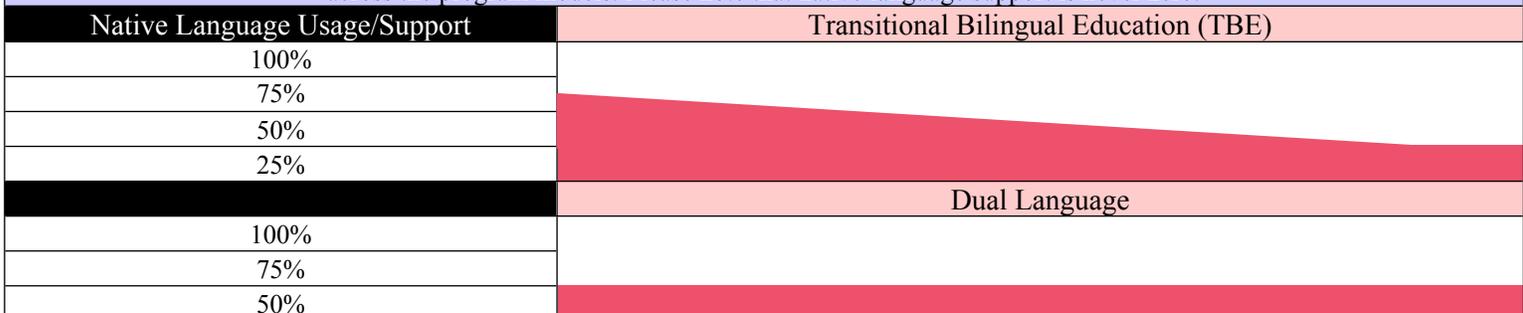
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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



25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

## B. Programming and Scheduling Information--Continued

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.
- With respect to targeted interventions our school does the following: ELA-guided reading, CKLA, Sidewalks Reading Program during Extended Day and Project Read in English. In math and other content areas, teachers work with small groups during instructional time on targeted concepts, skills and strategies in English as well.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our programs effectiveness is assessed by the results of the students' progress in the school through the administration of the periodic assessments, and state mandates. Also, it is based on feedback from parents and teachers, SLT and RTI Team which results in on-going revisions to our curriculum maps accounting for the integration of the CCLS, NYSESL standards, UDL and DOK. The assessment results and feedback is essential to maintaining our instructional program relevant and promoting the students' learning.
11. What new programs or improvements will be considered for the upcoming school year?
- No new programs will be implemented this coming school year. We will base our decisions on programming based on the student data results and the demonstration of trends and patterns. We will continue to monitor our students' progress in our programs in order to make revisions to the instructional program or curriculum maps that best support them to succeed both academically and socia-emotionally .
12. What programs/services for ELLs will be discontinued and why?
- At this time, we are not discontinuing any programs/services for ELLs.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- English Language Learners are always invited to participate in any supplemental or after school program being offered in our school. In the mornings we offer Extended Day Sidewalks Reading Program, Project Read in the afternoons and ELL's also participate in our Enrichment after school programs, student council, art club , sports club, chorus club, Dreamyard Arts program in addition to any other initiatives spearheaded in our school.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Currently, we have Smart Boards and document cameras in every classroom that teachers utilize as they infuse technology into the daily curriculum. In addition, there are desktop computers in all classrooms for children to work with to help strengthen their listening, speaking, reading and writing skills via various age-appropriate computer programs such as Scholastic Inc.'s, Clifford Learning, Brain Pop, Discovery Education, Readers Theater and Core Knowledge Language Arts for listening and speaking. In addition, we have a licensed Music teacher that currently teaches our students how to keyboard. Every child has access to his or her own keyboard and practices the fundamentals weekly under the guidance of our music teacher. Content area instructional materials include dictionaries, picture cards, flash cards, center based activities as well as leveled instructional texts, articles, hands-on manipulatives as well as activities involving physical movement to reinforce concepts. Native Language Arts materials are also offered in Transitional Bilingual Education classes.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- In our Transitional Bilingual Education Program, students develop their cognitive skills in their native language during their literacy periods in order to strengthen Language 1 which will help them in their acquisition of English. There is an ESL component, as well as content area instruction using CALLA during math and theme periods. Our TBE program includes a Native Language Arts Program to assist in the development of communication and academic skills specifically focusing on reading, writing, listening and speaking in their native language. During the first year, TBE students are expected to receive 60% of the classroom instruction in their native language and 40% in English. As students fortify their academic cognitive skills in Language 2, instructional time in Language 1 diminishes and English instructional time increases. Our Freestanding English as a Second Language program provides instruction in English with an emphasis on English language acquisition. Content area instruction is provided with a focus on ESL methodology utilizing CALLA and TPR. For beginners and intermediate students, the weekly minimum time allotment is 360 minutes, advanced students receive a minimum of 180 minutes weekly. In Transitional Bilingual Education the weekly minimum time allotment for Beginner's and Intermediate, for advanced the minimum weekly time allotment is 345 minutes.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

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

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.

Prior to the beginning of the school year, parents of all incoming Kindergarteners are invited to attend an orientation session. At this information session, children and parents are welcome into our school to meet our staff, tour the Kindergarten classrooms and become familiar with our environment. Parents also have the opportunity to ask any questions they may have. We also have bilingual staff on board who provide support to students in the classroom. Our bilingual social worker visits students and creates small groups throughout the year to help them assimilate to our school culture. She also meets with the parents to provide them with additional support and tips on how to best support their child during the assimilation process as well as recommend community resources after school for both parents and children. We also have specialty teachers that are bilingual speakers who can support students when they attend their specialty class (music, art and science).

18. What language electives are offered to ELLs?

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

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)?

N/A

### 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.

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

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

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

## 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?

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

2. Our school has partenered with the following Community Based Organizations to date: RCSN-Resources for Children with Special Needs, Hispanic Federation-Pathways to Academic Excellence and NYC Fire Department-Fire Safety.
3. Parents are surveyed at least once a year to compile input as to the types of supports they would like our school to offer through workshops. Topics vary from month to month and cover ESL, Literacy, Mathematics, Homework, School Policy, Special Education, Attendance in addition to many others. Also, at the end of every in-house workshop, parents are given an exit feedback sheet where they can rate the workshop they attended. On this sheet there is space for comments and there is always a question asking what types of topics they would be interested in having future workshop on. These sheets are reviewed by the presenter, parent coordinator and Administration.
4. Future planning of workshops is based upon parent feedback that addresses topics that parents have expressed interest in hearing and learning more about. In order to involve as much of our parents as possible we try to make the topics of interest and relevant. Our goal is for parents to feel supported and engaged in the learning of their children. We also consider students' academic and/or social-emotional needs and plan on the patterns or incidents which may be encountered in the school to provide parental support.

## 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:

## Part VI: LAP Assurances

**School Name: P.S. 207****School DBN: 10x207****Signatures of LAP team members certify that the information provided is accurate.**

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Maria J Rosado	Principal		9/3/13
Leigh Betancourt	Assistant Principal		9/3/13
Alexander Rodriguez	Parent Coordinator		9/3/13
Jong Pressey	ESL Teacher		9/3/13
	Parent		9/3/13
Maria Garcia Sped Ed K-2	Teacher/Subject Area		9/3/13
Carmen Arias Bil speech	Teacher/Subject Area		9/3/13
Diane Carrero, Literacy	Coach		9/3/13
Janet Parry, Mathematics	Coach		9/3/13
Ruth Torres, Social Worker	Guidance Counselor		9/3/13
	Network Leader		9/3/13
	Other		9/3/13
	Other		9/3/13
	Other		1/1/01
	Other		1/1/01

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

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

DBN: 10x207 School Name: PS 207

Cluster: 5 Network: CFN 534

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

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

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

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

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

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

## Part B: Strategies and Activities

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

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

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

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

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

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

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

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

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

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

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

## Part C: Professional Development

### Part C: Professional Development

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

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

Begin description here:

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

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

-Facilitating communication across all subject areas through Music.

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

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

-Questioning techniques.

### Part D: Parental Engagement Activities

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

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

Begin description here:

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

**Part D: Parental Engagement Activities**

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

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

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

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**Part D: Parental Engagement Activities**

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

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for	10 days of substitute teachers @ ___ per day	Substitue teachers will cover for classroom teachers with ESL/Bilingual

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

Allocation Amount: \$

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