

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

27Q207

School Name:

ROCKWOOD PARK SCHOOL

Principal:

EILEEN DAVIES

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Elementary/Middle School School Number (DBN): 27Q207
School Type: Elementary/Middle School Grades Served: Pre K – Grade 8
School Address: 159-15 88 Street, Howard Beach, NY 11414
Phone Number: 718-848-2700 Fax: 718-848-4226
School Contact Person: Elizabeth Reilly Welsome Email Address: ereillywelsome@schools.nyc.gov
Principal: Eileen Davies
UFT Chapter Leader: Patrick Muraco
Parents' Association President: Patricia Biordi
SLT Chairperson: Tracy Fox
Student Representative(s): N/A

District Information

District: 27 Superintendent: Mary Barton
Superintendent's Office Address: 82-01 Rockaway Boulevard, Ozone Park, NY 11416
Superintendent's Email Address: mbarton@schools.nyc.gov
Phone Number: (718) 642-5800 Fax: (718) 642-5705

Cluster and Network Information

Cluster Number: 2 Cluster Leader: Despina Zaharakis
Network Number: 210 Network Leader: Joanne Brucella

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
- The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Eileen Davies	*Principal or Designee	
Patrick Muraco	*UFT Chapter Leader or Designee	
Patricia Biordi	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Margaret Biddiscombe	Member/ Teacher	
AnnMarie Bitts	Member/ Teacher	
Maureen Cozier	Member/ Teacher	
Stefanie Hanley	Member/ Teacher	
Janine Pizzariella	Member/ Teacher	
Cathy D'Andrea	Member/ Parent	
Donna DeMartino	Member/ Parent	
Tracy Fox	Member/ Parent	
Barbara Ingargiola	Member/ Parent	
Karen Marta	Member/ Parent	
Grace Russo	Member/ Parent	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
<ul style="list-style-type: none"> Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. 	
<ul style="list-style-type: none"> Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. 	
<ul style="list-style-type: none"> Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. 	
<ul style="list-style-type: none"> Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. 	
<ul style="list-style-type: none"> Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations. 	
<ul style="list-style-type: none"> Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and 	

administrators value each other.

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

Our PreK to grade eight school supports 735 students. Twenty-one percent of our population have IEPs, and we have one fifth grade ELL student. Thirty percent of the students are eligible for free lunch. The School Quality Guide for 2013-2014 shows that student progress in Mathematics is above the city and peer comparison with 63.0% as compared to 52.1% and 62.1% respectively. PS/MS 207 exceeded the target in closing the achievement gap. Students in ICT classes achieved 82.2% of the city range in ELA and 83.2% in math. The percent of middle school students passing the four core subjects is above the city and peer averages. In addition 49.3% of grade eight students earned high school credit. This was above the city average of 25.8% and the peer group average of 44.5%. Student progress on the NYS ELA test is an areas of concern. This school's results were at 59.0%. In comparison the peer group achieved an average of 64.2% and the average for the city is 63.6%.

Our mission statement is as follows: The school community at PS/MS 207 will provide a safe, educational environment that supports, guides, and encourages students to develop freedom of expression, respect for others, and a love of learning. We are forever "In Pursuit of Excellence." We feel our mission statement reflects our school community's supportive environment and the way in which we engage all students so they will be college and career ready.

At PS/MS 207Q, it is our goal to create a community of learners among our staff members. We believe that it is essential for all staff members to work collaboratively, share knowledge and resources, analyze data, and plan together in order to refine lessons and teaching approaches so that all learners experience success and meet standards.

Our school's instructional focus is: Student Engagement: To ensure that the necessary conditions are in place so that students are intellectually active in learning important and challenging content. Our professional learning for the current school year began with a staff learning opportunity to explore the educational research of Brian Cambourne's theory on Conditions of Learning. We followed with an opportunity for teachers to explore the Danielson rubric and find evidence of the Conditions of Learning in Effective and Highly Effective practices. Our goal was for teachers to recognize the need for sound instructional decisions around common practices in each of the Danielson Components. We have followed by including evidence of the Conditions of Learning in our observations and formative feedback discussions with teachers.

The Teaching and Learning Cycle (Assess, Evaluate, Plan, Teach) is at the center of our vision for school improvement. We regularly evaluate assessment data in order to plan focused instruction for the variety of learners in our school building. It is our belief that targeted instruction based on the needs of learners will lead to increased achievement. This philosophy applies to developing our teachers as well as the students in our school.

The administrative team continuously communicates the high expectations they have set to the staff. Our formative feedback sessions following classroom observations focus on the Danielson Rubric. By designing our feedback sessions around examination of the rubric, the high expectations that are inherent within the framework are clearly explained to each teacher. Next steps for each teacher are designed using the language of the rubric. Teacher goal setting is also focused on the high expectations of the Danielson Rubric. Teachers evaluate the rubric and set professional learning goals around specific components of the Framework. At the on-set of this school year, teachers created goals around 3c: Engaging students in Learning to align with the work of our Instructional Focus.

PS/MS 207Q is one of the few district 27 schools to house the ASD NEST program. The ASD NEST program is an inclusive education model servicing high functioning children with Autism Spectrum disorders alongside regular education students. The purpose of this program is to support high functioning students with Autism Spectrum disorders in their

social and emotional development. Each NEST classroom has two co-teachers, one regular education teacher and one special education teacher, who have completed initial NEST training as well as participate in weekly NEST meetings and on-going professional learning throughout the year. We currently have eight NEST classes in grades K-5.

Most of our classes follow the collaborative teaching model. This affords general and special education students the opportunity for a lower student to teacher ratio while experiencing the benefit of a special education teacher who adapts curriculum to meet the needs of all students.

Student progress on the NYS ELA assessment is our school's main challenge as indicated on the School Quality Guide 2013-2014. While student achievement is meeting the target, our student progress rating of 36.9 falls within the Approaching Target range of 25.5 to 47.2. An additional challenge as indicated by data from the School Quality Guide is in the area of School Environment. In the areas of Instructional Core, School Culture, Structures for Improvement and Attendance Rate our school received a rating of 38.8 which falls within the Approaching Target range of 16.8 to 47.8. All areas except Attendance Rate fall below the city average.

Starting in September, 2013, the school elected to use the Common Core aligned instructional programs suggested by DOE. Our elementary school utilizes Ready Gen and Go Math. Our middle school utilizes Code X and CMP3. This year, we are refining our use of these programs in teacher team work, using our curriculum review protocol. The purpose of this protocol is for teachers to work together to analyze lessons and units within these programs and make adjustments to instructional practice that result in true alignment with the CCLS and the instructional shifts. Teacher teams work regularly to revise curricula and tasks according to recommendations from the protocol in order to meet the needs of all learners.

Our goals reflect the need to plan for higher order learning opportunities in order to engage all students. We are constantly reflecting and discussing with teachers how we can increase the level of thinking and opportunity for high student engagement for all learners.

- Junior Great books program uses a shared inquiry approach, similar to the Socratic method allowing students to answer interpretive questions through discussion.
- A consistent practice in grades K-5 is the Team Talk approach whereby students are prompted with high order questions that result in group discussions around common texts.
- Professional learning focusing on higher order questions and guided reading has resulted in increased use of open ended questions leading to deeper understandings and discussions with complex texts.
- CMP3 Math uses investigations to begin lessons rather than presenting students with algorithms to solve problems. This leads students to a conceptual rather than a procedural understanding of math.
- GoMath uses culminating performance tasks that allow students to apply mathematical skills and strategies to real world applications.
- Middle school social studies has placed a greater emphasis on synthesizing historical documents using CCLS standards in the technical areas in order to have a deeper understanding of historical concepts.

We offer Common Core Regents courses in Living Environment and Integrated Algebra. An average of approximately forty 8th grade students take the Regents Exam in each of the subjects yearly. As we continue to raise the bar of expectations for student progress and instruction in CCLS, we will provide differentiated curricula when appropriate. We are proud of both the staff and students for their commitment to challenging themselves academically.

Technology is utilized across grades and the school has managed resources in order to provide Promethean Boards in all classrooms. In addition, all middle school students have school issued iPads which are utilized daily to take notes, communicate with teachers, and as a supplement for instruction and in class research.

Students in grades 6, 7, and 8 are offered Robotics every Wednesday in the afterschool program. Students work with Lego Mindstorms as well as Vex Modkit for programming. We follow the Carnegie-Mellon curriculum for Lego Mindstorms. Our robotics website is <http://ms207robotics.edublogs.org>

All students in grade 8 receive Spanish instruction three times per week. Grammar and vocabulary instruction coupled with cultural instruction about the twenty-one locations where Spanish is the "official" language prepares students to

take the high school entrance exams for Spanish advanced placement. Several of our 2014 graduates began high school in second year Spanish instruction at schools such as Townsend Harris and The Mary Louis Academy.

To prepare our students to be college ready, all 8th grade students take the ELA Research Course. In 7th grade, our technology teacher begins to lay the foundation for the research course by gearing part of her instruction to sourcing, Internet research, and bibliographies/Works Cited pages. Last year, the ELA research course continued this learning in the early Fall months before beginning their term papers in November. Students chose topics based on the NYC Scope and Sequence for Social Studies for their research. They read a book, used Internet sources, incorporated technology such as PowerPoint and wrote a research paper. Our ELA teachers and technology teachers in 8th grade structured carefully the due dates to model for students proper ways to manage time when completing a term paper. This year, because the ground work for research was instructed more intensively in 7th grade, the 8th graders will be completing two term papers. They will spend five months researching and writing a report on a topic they chose from the NYC Scope and Sequence in Science. Beginning in February, they will spend five months researching and writing a report on a topic they chose from the NYC Scope and Sequence for Social Studies. We believe as a school community that this type of report of information is a culmination of years of work with non-fiction texts and is an ideal way to create learners that are prepared for college and career.

Our cross curricular efforts include K-8 Fine Arts instruction aligned to the Social Studies Scope and Sequence. During teacher teams, our fine arts department including the art, technology, and music teachers plan units and projects to connect to classroom learning opportunities.

Our students are involved in many activities that help to foster lifelong learning and citizenship. We collaborate with the Kiwanis club which enables our students to learn community awareness and involvement. They help those less fortunate than they and support those in need. Through Kiwanis there are a number of events that foster our student involvement in their community. Grade 4 and 5 students are involved in a fitness program called BOKS (Building Our Kids Success) sponsored and funded by Reebok. Middle school students are involved in the Penninsula Athletic League which is a scholar athlete program. It is designed to encourage academic achievement while building a sense of community. Students participate in tournaments during the school day in volleyball and basketball. After games the athletes eat lunch together. It gives them an opportunity to meet students from other schools in neighboring communities. Middle school students are involved in CHAMPS which is designed to motivate students to be active and healthy. They participate in Flag Football and Volleyball. They practice after school and participate in weekend tournaments. This year our students have the opportunity to attend an after-school program, SASF (Sports and Arts in Schools Foundation) which is an afterschool program. A drama club is an integral part of the program. A school production of *Guys & Dolls* is currently in rehearsal.

We share a partnership with Queens College, St. Joseph's College, and Touro. They send us student teachers who work with one upper grade class and one lower grade class. They also work with special education and general education students. Teachers serve as mentors by sharing best practices with them.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

<ul style="list-style-type: none"> Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
<ul style="list-style-type: none"> There is a need to close the achievement gap in student progress on the NYS ELA Assessment. The results on the School Quality Guide 2013-2014 indicate that student progress is approaching the target. Data shows that the English Median Adjusted Growth Percentile is 59.0% while the average on the peer comparison is 64.2% and on the city comparison is 63.6%. This school is at 26.6% of the peer range and 33.1% of the city range. The school’s lowest third achieved slightly higher (69%). However, in comparison to the peer and city averages, they are below each. This average, 69.0%, is lower in comparison to 71.8% for the peer group and 75.0% for the city. Furthermore, the targets for the 2014-2015 assessments, will require a minimum of 63.4% to meet the target and 67.4% or higher to exceed the target. Our school’s strengths include rigorous instruction, high expectations and actively engaged students. There is a strong need to maintain and strengthen our school’s academic program. Continued implementation of the following activities will address the school’s needs: collaboration of teacher teams, progress monitoring of all students, flexible instructional groups, and rubrics to provide clear expectations.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2015, 100% of teachers will refine curriculum and adjust pedagogical practices in order to improve student outcomes as measured by a 10% increase in growth percentiles on the 2015 NYS ELA Assessment.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			
<u>Rigorous Instruction</u> <ul style="list-style-type: none"> Address instructional shifts through discussion at teacher team and school level by referencing the Danielson Framework for Teaching Curriculum maps and performance-based tasks will be developed by grade/subject teacher teams to ensure that 	Students in grades K-8	September 2014 – June 2015	Administrators Teachers RTI Providers Paraprofessionals PIPO Providers

<p>instruction is differentiated, motivating, and aligned to the CCLS and/or content standards and instructional shifts.</p> <ul style="list-style-type: none"> • Front-loaded rubrics support student learning by providing expectations followed by informative feedback highlighting strengths and areas in need of additional support. • Professional learning focusing on higher order questions and guided reading has resulted in increased use of open-ended questions leading to deeper understandings and discussions with complex texts. • Examples of successful implementation of instructional tasks, standards, and levels of support provided by the teacher will be reflected on bulletin boards. • Tri-annual benchmarking and ongoing progress monitoring of student growth informs instructional decisions and enables the teacher and the student to understand next steps towards attaining the goal. • Focus on gradual release of learning responsibility to students, through the explicit teaching model, to increase their engagement and growth • Flexible instructional groups will be structured according to need using materials that are appropriately challenging and aligned with learning outcomes while supporting student growth. This type of small-group instruction supports risk taking in an environment of trust. • Literature Circles in grades 5-8 will provide opportunities for increased student engagement and expansion of ideas. Questions of high cognitive challenge, formulated by students and teacher, will be supported by this strategy • Implementation of Foundations, a research-based program, will provide students with necessary skills for the development of phonological/phonemic awareness skills, phonics, and spelling • Junior Great books program uses a shared inquiry approach, similar to the Socratic method allowing students to answer interpretive questions through discussion. • A consistent practice in grades K-5 is the Team Talk approach whereby students are prompted with high order questions that result in group discussions around common texts. • Integration of iPad technology with ELA, Math, Science, and Social Studies curricula to increase student engagement • Monthly parent informational meetings about the reading process provided by RTI providers (K-1), (2-3), (4-5), and (6-8) 			
<p><u>Refinement of ELA Core Curricula, Ready Gen and Code X</u></p> <ul style="list-style-type: none"> • LASW, over time, including assessments and performance-based tasks will support effective conferencing and goal setting while informing instructional planning • Teachers will engage students in higher order questioning techniques through the use of Depth of Knowledge (DOK) matrix • Teachers will engage students in rigorous reading and writing experiences grounded in evidence from text, both literary and informational. 	<p>Teachers Students in grades K-8</p>	<p>September 2014 – June 2015</p>	<p>Administrators Teachers RTI Providers Paraprofessionals PIPO Providers</p>

<p><u>RTI</u></p> <ul style="list-style-type: none"> • Progress monitoring will inform instruction and enable fluid grouping as needed • Small-group differentiated instruction will be provided for lowest 1/3 students. Teachers will utilize engaging, high-quality, research-based instruction using the Fountas and Pinnell Leveled Literacy Intervention Program. • Ongoing communication between the RTI provider, classroom teacher, student, and parents will foster trust and stronger support for child development <p><u>Co-teaching Model</u></p> <ul style="list-style-type: none"> • ICT classes in all grades from K-8 to give support to SWDs to reduce teacher/student ratio • Nest classes designed to acclimate and develop academic and social skills in students with Autism • Differentiation of instruction for all SWDs to meet their academic and social goals • Utilization of leveled resources and materials to build competency and self-confidence • Performance tasks will be differentiated to meet student learning style • Paraprofessionals will provide additional academic and social support 			
<p><u>Parent Involvement</u></p> <ul style="list-style-type: none"> • Increased opportunities to <i>Meet the Teacher</i>/Parent Teacher Conferences to inform parents of grade level expectations and monitor student growth • Build parent/teacher relationships through phone and email contact to develop a better understanding of student strengths and needs. Increased accessibility on Tuesday afternoons designated for parental contact. • Tuesday afternoon parent informational meeting provided by RTI providers • Strengthen the home school connection through communication of independent and instructional reading levels for all students. Lists of leveled texts will be provided to parents in order to facilitate the independent practice of comprehension strategies. Reading logs will be signed daily by parents and collected monthly. • Implementation of ILearn to inform middle school parents of assignments, projects, timelines, goals, and assessment results. • Progress Reports will be sent home by RTI providers and Middle School teachers. • DOE email will be utilized for communication to keep parents informed of all matters pertaining to the school • Global Connect phone system is used by the Parent Coordinator and administrators to reach out to all parents in a timely manner to inform them of student absence and to remind them of meetings, workshops and other events 	<p>Parents Students in grades K-8</p>	<p>September 2014 – June 2015</p>	<p>Administrators Teachers Parent Coordinator Guidance Counselors</p>

<ul style="list-style-type: none"> impacting their children. Parent Coordinator will act as liaison between parents, teachers, students, and the community. She will foster an environment of trust and respect throughout the school community. In addition, she will coordinate a variety of workshops to promote understanding of curricula, instructional strategies, and assessment Opportunities will be provided for parents to visit classrooms throughout the academic year 			
<u>Trust</u> Trust is embedded, as all stakeholders involved in the learning process, work collaboratively toward preparing students for success in school and beyond through: <ul style="list-style-type: none"> Open and consistent communication Shared responsibility Engagement in the instructional programs School environment of respect and rapport 	School Community	September 2014 – June 2015	Administrators Staff Parents Students

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Administrators, Teachers, Parents, Students, Parent Coordinator, Paraprofessionals, School Aides
- Schedule for RTI intervention
- Data from all formative and summative assessments
- Ready Gen
- Code X
- Foundations
- F/P Leveled Literacy Intervention Program
- F/P Benchmark Assessment System
- DIBELS
- Student ipads
- Teacher Laptops
- Promethean Boards

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
ASD Nest									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

By February 2015, 100% of students will show an increase of at least one level in kindergarten and in grades 2-8 and at least 2 levels in grade 1 as measured on the MOY Fountas and Pinnell benchmark.

Part 6b. Complete in February 2015.

• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

<ul style="list-style-type: none"> Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
<ul style="list-style-type: none"> On the School Environment Survey 2013-2014, 59% of students say that most students at the school treat each other with respect. This figure is equal to the city average and 2% above the district average. Our school community feels that this percentage needs to be increased. There is a strong need to develop programs to promote a more supportive and respectful culture in which students feel safe and challenged. In respect to the strengths of our school’s environment, 85% of students feel safe in the hallways, bathrooms, and cafeteria. Ninety percent of parents are satisfied with the education that their child has received and 94% of teachers would recommend this school to parents. To continue building on these strengths, the following are some programs that will enhance our school culture: PBIS Virtue of the Month Assemblies, distribution of Bulldog Bucks in recognition of positive behavior and citizenship, and ongoing communication with parents via newsletters

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2015, we will provide all students with social and emotional support by implementing a school-wide Positive Behavior Intervention Support Initiative to improve their social and emotional health, as measured by a 5% increase in positive student interactions as evidenced on the Positive Behavior Intervention Support graph.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			
<p>1. Administrators, teachers and students collaborate to establish expectations for learning and achievement that will set the tone for the school year.</p> <ul style="list-style-type: none"> A culture of learning is created in which administrators, teachers, students, and parents value learning and hard work. Acknowledging respectful interactions among school community members helps reinforce a supportive environment of respect and trust which positively impacts 	Students in grades K-8	September 2014 – June 2015	Administrators Staff Parents Students

<p>learning outcomes.</p> <p>2. To strengthen our shared learning path to success, results from the Learning Environment Survey will be analyzed so schoolwide concerns can be addressed.</p> <ul style="list-style-type: none"> • In response, the creation of a pilot program for grade 8 students will include the following classes: Real Life Math Skills, Health and Wellness, Vocabulary Development, Functional Writing Skills, and Technology Skills. <p>3. The following schoolwide programs/activities promote an environment of respect and trust:</p> <ul style="list-style-type: none"> • PBIS • PBIS graph displayed on first floor (elementary school) and third floor (middle school) • Honor Roll displayed in main lobby for all to see • School Store • Virtue of the Month Assemblies (PBIS) • Dress For A Cause Day • Announcement Of The Day emphasizing respect • Student Council • Kiwanis Builders Club and K Club • Grade 5 – Life Skills • Schoolwide Project posters • Peer Assessment <p>4. To foster student engagement, iPads have been distributed to all middle school students to enhance instruction and communication</p>			
<p>Students with disabilities will be encouraged and supported to attend all activities. Some examples are:</p> <ul style="list-style-type: none"> • Kiwanis clubs – community service • PBIS • SASF after-school program • Band/Chorus • Sports teams 	Students in grades K-8	September 2014 – June 2015	Administrators Staff Parents Students
<p>Strategies to increase parent involvement and engagement include:</p> <ul style="list-style-type: none"> • Meet the Teacher Night (Sept.) • Parent/Teacher Conferences (3 + 1) • Parent Outreach – Tuesday afternoon • All teachers are accessible by DOE email • <i>Dads Take Your Child to School Day</i> • Engrade (ilearn) – ongoing notification of grades and assignments • Monthly MS Newsletter • Parent Workshops • High School Night • Report Cards/Progress Reports • Parents Supporting Instruction (PSI) • Open-School Week • Special Assemblies • Bake Sales • Holiday Boutique 	Parents	September 2014 – June 2015	Administrators Teachers

<ul style="list-style-type: none"> • Carnival • Plant Sale • Sell and distribute school logo t-shirts 			
<p>Trust All activities are designed with the intention of creating an atmosphere of transparency to build a level of trust and respect in which parents and students feel comfortable providing input and seeking guidance and support.</p> <ul style="list-style-type: none"> • Parent outreach • Parent workshops <p>1. Concerts</p>	School Community	September 2014 – June 2015	Administrators Staff Parents Students

Part 4 – Resources Needed

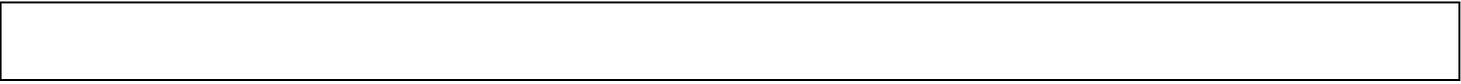
Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> • Administrators • Teachers • Guidance Counselors • Life Skills Counselor • Nurse • Custodial Staff • Paraprofessionals • School Aides • Students • Parents • Guest speakers • Kiwanis Organization

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
ASD Nest									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
<ul style="list-style-type: none"> • Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. • Specify a timeframe for mid-point progress monitoring activities. 				
By February 2015, there will be a 10% increase in students, who feel respected, as measured by a mid-year survey compared to 59% on the School Environment Survey 2013-2014.				
Part 6b. Complete in February 2015.				
<ul style="list-style-type: none"> • Did the school meet the mid-point benchmark(s) in the timeframe specified? 		Yes		No
<ul style="list-style-type: none"> • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? 				



Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
 - Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
- Analysis of the School Quality Guide for 2013-2014 for student progress indicates that PS/MS 207 students are approaching the target. An analysis of student performance trends on the NYS ELA for the lowest third of our school population indicates inconsistent growth. The growth percentile for this subgroup in 2011-2012 was 71.0% with 5.48 points earned. In 2012-2013 the growth percentile was 73.0% with 5.33 points earned. In 2013-2014 the lowest third received a growth percentile of 69.0% with 7.4 points earned. During 2013-2014, our lowest third achieved lower than the peer average and the city average with 71.8% and 75.0% respectively.
- In 2013-2014, the number of students performing at Level 3 or 4 (41.5%) is higher than the city average of 26.6%. However, student progress remains an area in need of improvement. This indicates a need to refine the procedure for measuring student progress toward interim goals to include analysis of data, student performance, and curriculum to identify areas in need of improvement and plans for implementation. Teacher Teams will meet consistently to share instructional goals to support better-informed planning that results in effective and highly effective instruction. Professional learning opportunities will address strategies to improve student performance through rigorous instruction. The Quality Review for the current school year indicates several strengths. Curricula and academic tasks are planned and refined using student work and data so that all students have access and are cognitively engaged. Teacher Teams design and use curricula review protocols to adapt curricula for all students and to systematically analyze assessment data and student work. In addition, the QR cites a need for a consistent questioning level of rigor across classrooms. Student to student discussion and student collaborative activities need to be expanded to all classrooms.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, teachers will engage in weekly collaborative grade-level Teacher Teams to analyze student work and modify curriculum in order to deepen the level of differentiated instruction and consistently provide all students, including SWD’s with scaffolded support needed to make growth as evidenced by a 5% increase of Effective and Highly Effective ratings in domain 1e in Advance.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:

- Research-based instructional programs, professional development, and/or systems and structures needed to impact change
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

Target Group(s)
Who will be targeted?

Timeline
What is the start and end date?

Key Personnel
Who is responsible for implementing and overseeing the activity/strategy?

<ul style="list-style-type: none"> Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			
<ul style="list-style-type: none"> Ongoing Professional Learning to refine implementation of Ready Gen and Code X Intervisitation to share best practices Modeling of best practices during common preps LASW occurs during weekly Teacher Team meetings Teaching and Learning Cycle (Assess, Evaluate, Plan, Teach) Analyze class/student data for implications for practice and next steps based on classroom data Teacher reflection to improve instructional practice and student support Horizontal and Vertical sharing of information Professional learning to improve classroom instruction as evidenced by observations 	Teacher Teams	September 2014 – June 2015	Administrators Teachers
<ul style="list-style-type: none"> Analyze student work for implications for differentiated instruction to address the needs of SWDs/ELLs. Instructional outcomes should reflect relevant learning and must lend themselves to various forms of assessment through which all students will be able to demonstrate their understanding of the content Expectations must be clearly defined for all students. Assessments must match learning expectations 	Teachers Students	September 2014 – June 2015	Administrators Teachers
<p>Parent participation will be increased by the following:</p> <ul style="list-style-type: none"> Teachers update parents concerning ongoing expectations for student learning Continuous communication regarding student progress PA meetings Scheduled workshops in curricula matters conducted by staff 	Parents	September 2014 – June 2015	Administrators Staff
<p><u>Trust</u></p> <p>All activities are designed with the intention of creating an atmosphere of transparency to build a level of trust and respect in which parents and students feel comfortable providing input and seeking guidance and support.</p> <ul style="list-style-type: none"> Modeling and sharing of best practices Ongoing LASW to assess student learning and inform next steps 	School Community	September 2014 – June 2015	Administrators Staff Parents Students

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Administrators, Teachers, Lead Inquiry Team
- Scheduled Teacher Team meetings
- Lead Inquiry Team will consist of Administration and representative from each grade level and subject area. Representatives become the conduit between the lead team and teacher teams relaying information from one to the other
- Scheduled meetings will help ensure ongoing communication between leadership and classroom teachers
- Develop a school-wide system to use quantifiable student results to measure each teams success. Progress monitoring using DIBELS (K-3) and Fountas and Pinnell (K-8) to evaluate student response to instruction
- All planning should be better informed as a result of the ongoing communication across grades

- Include teachers in the decision making regarding the use of academic assessments to evaluate the effectiveness of strategies/activities

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

ASD Nest

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

By February 2015, there will be a 3% increase in Effective and/or Highly Effective ratings on domain 1e in Advance.

Part 6b. Complete in **February 2015.**

- | | | | | |
|--|--|-----|--|----|
| <ul style="list-style-type: none"> • Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| <ul style="list-style-type: none"> • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

<ul style="list-style-type: none"> Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
<ul style="list-style-type: none"> Analysis of the School Quality Guide for 2013-2014 for student progress indicates that PS/MS 207 students are approaching the target. An analysis of student performance trends on the NYS ELA for the lowest third of our school population indicates inconsistent growth. The growth percentile for this subgroup in 2011-2012 was 71.0% with 5.48 points earned. In 2012-2013 the growth percentile was 73.0% with 5.33 points earned. In 2013-2014 the lowest third received a growth percentile of 69.0% with 7.4 points earned. During 2013-2014, our lowest third achieved lower than the peer average and the city average with 71.8% and 75.0% respectively. According to the QR for this school year, school leaders and faculty ensure that curricula are aligned to Common Core Learning Standards and integrate the instructional shifts. The school community makes purposeful decisions to build coherence and promote college and career readiness for students. There is a need for continued support of teacher pedagogy by effective leadership and developed from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching. Engaging instruction, aligned to the curricula, that meets the needs of all learners including SWDs and ELLs is essential. This provides an underpinning for teacher observation using the Danielson Framework for Teaching along with the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth, reflection, and student achievement. Teachers will receive timely feedback from observations.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2015, 100% of teachers will be observed using the Danielson Framework for Teaching and receive high quality feedback that will result in a 5% increase of teachers rating Effective and/or Highly Effective for components 3b and 3c in Advance.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			

<p>1. Teachers will participate in ongoing professional learning to improve the quality of questioning and discussion techniques.</p> <p>2. During common preps/grade level meetings, teachers will explore varied ways to group students effectively. They will examine learning styles, interests, and academic abilities to foster student engagement.</p> <p>3. Teachers will create lessons in which pacing provides students with the time needed to be intellectually engaged.</p> <p>4. Instructional Reminder emails to the staff communicate high expectations to each staff member. These reminders are created together as an administrative team based on trends during instructional walks and classroom observation data.</p> <p>4. Principal will conduct vertical teacher-team meetings to ensure professional learning is evident and has an impact on student achievement and classroom instruction.</p>	Teachers	September 2014 – June 2015	Administrators Teachers
<p>1. Administrators will consistently support teachers in creating and monitoring custom assignments and performance tasks for all student work, including SWDs and ELLs.</p> <p>2. Administrators will conduct data meetings to discuss incremental gains, to monitor the effectiveness of instructional strategies, and to determine next steps for differentiated instruction and additional support for all students, including SWDs and ELLs.</p>	Teachers SWDs ELLs	September 2014 – June 2015	Administrators Teachers
<p>1. Administrators provide opportunities for parents/guardians to meet with key staff to discuss the needs of their children.</p> <p>2. Administrators will maintain an atmosphere where parents feel welcome.</p> <p>3. High expectations are communicated to families so that they understand where students are in their path toward college and career readiness.</p> <ul style="list-style-type: none"> • Parent letter explaining Fountas and Pinnell leveling system and individual student reading level • Reading level expectations by grade • Independent Reading level lists sent home for students • Grading Policy • Rubric based comments on student work to communicate to students and families demonstration of the standard • ILearn • Parent Outreach on Tuesdays • Middle School Newsletter • Parent workshops 	Parents	September 2014 – June 2015	Administrators Teachers
<p><u>Trust</u> An atmosphere of trust and support is created through ongoing parent/guardian presence in the classrooms and participation in school events.</p> <ul style="list-style-type: none"> • Modeling of lessons by Administrators 	School Community	September 2014 – June 2015	Administrators Teachers Parents

<ul style="list-style-type: none"> • Arrage for interschool and interclass vilitation • Invite parents for instructional and social/emotional events 			
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Administrators, School Staff, Parents, Students
- Regularly scheduled data meetings
- Regularly scheduled Teacher Team meetings
- PA meetings
- Classroom celebrations

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
ASD Nest									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

By February 2015, there will be a 3% increase of teachers rating Effective and/or Highly Effective for components 3b and 3c in Advance.

Part 6b. Complete in **February 2015.**

<ul style="list-style-type: none"> • Did the school meet the mid-point benchmark(s) in the timeframe specified? 		Yes		No
<ul style="list-style-type: none"> • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? 				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

<ul style="list-style-type: none"> • Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). • Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
<ul style="list-style-type: none"> • Analysis of the School Quality Guide for 2013-2014 for student progress indicates that PS/MS 207 students are approaching the target. An analysis of student performance trends on the NYS ELA for the lowest third of our school population indicates inconsistent growth. The growth percentile for this subgroup in 2011-2012 was 71.0% with 5.48 points earned. In 2012-2013 the growth percentile was 73.0% with 5.33 points earned. In 2013-2014 the lowest third received a growth percentile of 69.0% with 7.4 points earned. During 2013-2014, our lowest third achieved lower than the peer average and the city average with 71.8% and 75.0% respectively. A strength indicated by the current QR is that school leaders and staff effectively communicate expectations and successfully partner with families to support student progress. As a result, a culture of mutual accountability and a successful partnership supports the path of college and career readiness. • The School Environment Survey for 2013-2014 indicates the need to continue to strengthen family and community ties. Overall, results indicate that PS/MS 207 is approaching the target. Ninety percent of parents are satisfied with the education that their child has received. This figure is below the district average of 92% and the city average of 94%. In addition, the survey indicates that 62% of students feel that their school offers enough variety of programs, classes, and activities to keep them interested in school. Again, this percentage is below the district average of 72% and the city average of 74%. The QR indicates that teachers communicate with parents on a regular basis. Continued communication will strengthen strong family and community ties.

Part 2 – Annual Goal

<p>List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2015, strong family and communication ties will be evidenced by an increase in parental/guardian involvement in workshops and PA meetings by a 10% increase in attendance.</p>

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			

<p>All parents/guardians are encouraged to participate in school activities:</p> <ul style="list-style-type: none"> • Meet the Teacher Night (Sept.) • Parent/Teacher Conferences (3 + 1) • School Leadership Team • P.A. membership • Parent Workshops • High School Night • Parents Supporting Instruction (PSI) • Open-School Week • Special Assemblies • Bake Sales • Holiday Boutique • Carnival • Plant Sale • Purchase school logo t-shirts and sweatshirts • Blood Drive • Cyclones baseball game • Holiday and Spring Concerts • Book Fair • Juvenile Diabetes Walk • Neighborhood Business Day <p>Activities to enable parents to become actively involved in their children’s education:</p> <ul style="list-style-type: none"> • Parent Outreach – Tuesday afternoon • All teachers are accessible by DOE email • <i>Dads Take Your Child to School Day</i> • Engrade (iLearn) – ongoing notification of grades and assignments • Monthly MS Newsletter • Distribution of report cards/progress reports 	Parents	September 2014 – June 2015	Administrators Teachers Parent Coordinator
<p>Parents/guardians of students, including SWDs and ELLs, will participate in all school activities and are encouraged to participate in community sponsored outreach.</p>	Parents	September 2014 – June 2015	Administrators Teachers
<p>Activities are designed to embrace parents/guardians and to welcome them into the school community:</p> <ul style="list-style-type: none"> • To increase attendance at monthly PA meetings, the SLT decided to invite students to perform at the beginning of AM meetings • Kindergarten Tea • Meet the Teacher Night • Publishing Celebrations • Holiday Feasts • Halloween Parade • NY Cares • Safety Assembly • Open-school Week • Summer Reading Program 	Parents	September 2014 – June 2015	Administrators Teachers Parent Coordinator

<p>Trust Everyone works towards the shared goal of creating an atmosphere of respect and trust for all students and parents/guardians. We strive to prepare all students for success and beyond.</p> <ul style="list-style-type: none"> • Parent Workshops • Parents Supporting Instruction (PSI) • High School Night • Student Council elections • Student participation in Kiwanis Club activities • Student and family participation in community walks and parades 	School Community	September 2014 – June 2015	Administrators Staff Parents Students
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> • Administrators • Staff • Parents/Guardians • Students • SLT members • Civic Leaders • Community organizers

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
ASD Nest									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
<ul style="list-style-type: none"> • Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. • Specify a timeframe for mid-point progress monitoring activities. 				
By February 2015, there will be a 5% increase in attendance at PA meetings as shown on attendance sheets.				
Part 6b. Complete in February 2015.				
<ul style="list-style-type: none"> • Did the school meet the mid-point benchmark(s) in the timeframe specified? 		Yes		No
<ul style="list-style-type: none"> • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? 				

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	NYSED Scale Score Cut Points	<u>Foundations</u> - phonological/phonemic awareness, phonics and spelling program based on the Wilson Reading Program <u>Fountas and Pinnell Leveled Literacy Program</u> focuses on small-group guided reading, writing, and response to literature	Small group	During the school day Saturday Test Prep
Mathematics	NYSED Scale Score Cut Points	Targeted Instruction Test Prep	Small group	During the school day Saturday Test Prep
Science	Teacher Recommendation	Targeted instruction Test Review	Small group	During the school day
Social Studies	Teacher Recommendation	Targeted instruction Test Review	Small group	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teacher Recommendation	As needed for grades K-8	Small group One-to-one	During the school day

Section 7: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
- For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools	X	Non-Title I
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Part 2: All Title I Schools

2a. 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.

2b. 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).

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

4b. 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.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal,

State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.

- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP)

The Rockwood Park School PS/MS 207Q School- Parent Involvement/Compact 2014 – 2015

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.

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. The school will maintain this information.

The Rockwood Park School community, including staff, parents and the students participating in activities, services, and programs funded by Title 1, Part A of the Elementary and Secondary Education Act (ESEA) agree that this compact outlines how the entire school community will share the responsibility for improved student academic achievement. In addition, it outlines the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2014 – 2015.

Required school-Parent Compact Provisions:

The following are school responsibilities for PS/MS 207, Q:

1. 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: Our highly qualified teachers will provide high-quality curriculum and instruction to our students in a supportive and effective learning environment. Students will be provided with rigorous and challenging curriculum and instruction. The following activities will ensure that the PS/MS 207 community is served in an effective manner:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core 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;

2. Parent-teacher conferences will be held four 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:

- All Grades: September 16, 2014 (Tues.) - Evening
- All Grades: November 13, 2014 (Thurs.) – Afternoon/ Evening
- All Grades: March 19, 2015 (Thurs.) – Afternoon/Evening
- All Grades: May 13, 2015 (Wed.) – Afternoon/Evening

3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: Report cards are issues to parents three times a year. They are distributed during Parent/Teacher Conferences and upon scheduled date. Engrade reports will be shared periodically. In addition, progress reports are sent to parents when necessary.

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Staff will be available to parents during Open School and on scheduled appointments through the Guidance Counselor. In addition, teachers use DOE email access for parents to communicate with them. They set up group email for their class so that all parents receive information in a timely fashion. Global Connect telephone messages are sent to all parents to keep them informed with up-to-date information.

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: Parents may see their child's teacher to schedule one to one meetings, observations and set up volunteering schedules. Volunteering information is provided during PA meetings and through calls from the Parent Coordinator. Parents may also speak with the Parent Coordinator at any time.

6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.

7. 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 possible, in a language that parents can understand.
8. Provide to parents of participating children information in a timely manner about Title 1, 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.
9. 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.
10. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
11. 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 1.

Parent Responsibilities

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

- Monitoring attendance;
- Making sure that homework is completed;
- Volunteering in my child's classroom when appropriate;
- Participating, as appropriate, in decisions relating to my children's education;
- Promoting positive use of my child's extracurricular time;
- 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, mail or school phone messenger and responding, as appropriate;
- Serving, to the extent possible, on policy advisory groups, such as the School Leadership Team, Parent Association Committees, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups;
- Ensuring that students arrive at school on time;
- Ensuring that my child's hygiene is taken care of;
- Monitoring my child's nutritional diet;
- Updating all contact information;
- Providing all necessary school supplies when possible;
- Demonstrating a willingness to learn new technology-based programs that support student learning;
- Reviewing and reinforcing the discipline code with my child.

Student Responsibilities:

We, as students, have a responsibility to ourselves to conduct ourselves in the following ways:

- 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.

Eileen Davies

Principal

PS/MS 207 Q

edavies@schools.nyc.gov

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 27	Borough Queens	School Number 207
School Name Rockwood Park School		

B. Language Allocation Policy Team Composition [i](#) 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 Linda Spadaro	Assistant Principal Eileen Davies
Coach Kathleen McGurk	Coach type here
ESL Teacher Angela Cafaro	Guidance Counselor Cathleen Coleman
Teacher/Subject Area Marion Costa/Librarian	Parent Donna DeMartino
Teacher/Subject Area Catherine Acevedo/Sp. Ed - IEP	Parent Coordinator Nina DeBlasio
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	753	Total number of ELLs	0	ELLs as share of total student population (%)	0.00%
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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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	0	Newcomers (ELLs receiving service 0-3 years)	0	ELL Students with Disabilities	0
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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL										0

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	0	0	0	0	0	0	0	0	0	0
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*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	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____
Ethnic breakdown of EPs (Number):	
African-American: <u>0</u>	Asian: ____
Native American: ____	Hispanic/Latino: ____
White (Non-Hispanic/Latino): ____	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

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)														0
Intermediate(I)														0
Advanced (A)														0
Total	0													

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					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
4									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
8									0

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

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

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

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Our school uses DIBELS and Reading 3D to assess early literacy skills. Most often the data indicates that ELLs need to build fluency and increase sight word vocabulary. Reading 3D provides a Fountas and Pinnell level that enables the teachers to provide appropriate instruction and materials as well as appropriate independent reading materials. At this time, there is no quantitative

- data; however, this data is essential for effective instruction, fluid grouping, and appropriate intervention when needed.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Last year the data was quite different from our usual data. Traditionally our ELL students achieve higher scores on the listening and speaking than on the reading and writing. Also, in previous years, many of our ELL students were full-time special education students. We also notice that when a student achieves a passing score on one or two of the modalities and the following spring they move to a new age level, they often do not pass the next level. Last year, however, one general education kindergarten student took the NYSESLAT and passed all four modalities.
 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](#))
In previous years, NYSESLAT patterns indicate that students need more practice reading so that they can build fluency and comprehension. They need to increase vocabulary and they need to practice using context clues to determine unfamiliar words. In addition, they need to add more details to written responses.
 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) Thusfar, our ELL students are able to communicate fairly well in English. They often have academic difficulty in their native language as well.

(b) The ELL Periodic Assessment was not given last year.

(c) Periodic Assessments in ELA and Math help determine the skills that need to be targeted. Small-group instruction is provided to improve these skills. The ESL teacher also provides instruction that targets weaknesses. The classroom or content-area teacher provide additional learning support.
 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](#))
For RTI instruction, all students are evaluated in the same manner. If an ELL student achieves at a level that requires intervention services, (s)he will be included in a small group that is addressing the skills necessary for remediation. In addition, the ESL teacher will address the deficient skill. The classroom teacher, RTI teacher, and the ESL teacher will confer to create an instructional program that encompasses all deficient skills and ways in which to monitor progress.
 6. How do you make sure that a child's second language development is considered in instructional decisions?
All instructional decisions are made with consideration of the student's strengths and weaknesses. All decisions are intended to create a well-balanced instructional plan that encompasses all areas including the development of the child's second language. Materials provided will build on the student's strengths and remediate weaknesses.
 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
 8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We evaluate the success of our programs for ELLs in several ways. Firstly, we examine how middle school students' achievement in subject areas on unit tests, projects, homework, and Periodic Assessments. We determine strengths and weaknesses and the areas in which additional support is needed. Then we examine the NYS exam scores and the item analysis to determine areas of weakness. In grades 3-5, we examine Periodic Assessments, class work, and teacher observation to determine how well ELLs are doing and how successful instruction is. In grades K-2, we rely on DIBELS, Reading 3D, and teacher observation to determine how well instruction is meeting their needs. Ultimately, we examine NYSESLAT scores to determine progress in language acquisition. For the 2012-2013 school year, we used the early childhood evaluation only. Our only ESL student, who was in kindergarten, achieved a passing score in all four modalities on the NYSESLAT. He also scored at proficient levels in the early childhood assessments used. This year this student has returned to his zoned school and we have no additional ELL students.

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](#).)
The Home Language Identification Survey is administered to all incoming students new to the New York City school system. The Pupil Accounting secretary holds the initial meeting. She informs the ESL teacher when a formal assessment is needed. In addition, the licensed ESL teacher, Angela Cafaro, reviews all language surveys to determine which students need to be given the LAB-R assessment and if she feels any other formal interviews are needed. The RLER report in ATS is also monitored to determine if any students will require an interview and/or LAB-R assessment. All ELLs are given the NYSESLAT each spring and results are monitored to determine the number of periods each student is required to receive. It also helps the ESL teacher determine the strengths and weaknesses of the students and on which modalities they are showing the greatest improvement.
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.
When necessary a meeting is held with parents of new ESL students, the ESL teacher, and the Parent Coordinator to help them understand the 3 programs that are available. Since our school has a freestanding ESL program only, the Guidance Counselor will assist parents in finding the appropriate placement if they choose one of the other two programs. This, however, has not been our experience since our parents have been satisfied with our program choice.
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 [\[see tool kit\]](#).)
In the current school year, we have no ESL students. We usually have an extremely small ESL population so it is quite easy to manage distribution of ESL materials to parents. Entitlement letters are distributed when needed. When forms are not returned, the Guidance Counselor makes a follow-up phone call.
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.
PS/MS 207 has a freestanding ESL program only. If a child requires placement in a bilingual program, we assist the parent in finding the appropriate placement. A staff member will communicate with parents in their native language. If necessary, we will obtain a translator for another language that we do not speak.
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.
A list of all ELLs and their modifications is kept up-to-date throughout the school year. The NYSESLAT is administered to all ELLs in the prescribed order. The Test Coordinator, Marion Costa, administers the speaking section to all ELLs individually. Since our ELL population is so small, she usually administers the other three modalities. All testing requirements are strictly adhered to. When necessary, the ESL teacher or the IEP teacher help with the administration of the exam.
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. 
Often our ESL students enter our school after they have begun their ESL services. In the rare occasion, when we have given parents program selections, they have chosen our freestanding ESL program 100% of the time. This, however, has not happen in the past several years. Our program has been aligned with parent requests at all times. This program serves our population, which traditionally has been parents who request a freestanding ESL program.

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])?
 - A. Our freestanding ESL program combines both Pullout and Push-in models. This year in kindergarten , the ESL teacher uses a self-contained model to help the student acquire language skills necessary to communicate and assimilate successfully in the classroom setting. In the middle school, she uses a push-in model to enable to develop content-area skills and align ESL instruction with classroom assignments.
 - B. In the early grades, classes are grouped heterogeneously. In the middle school, classes are grouped homogeneously and they travel together as a group. The only time they are separated is when they go to Talent. These classes are geared to the specific needs and choices of the students.
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)?

Staff is organized according to their licensed subject area and the ESL teacher provides ESL instruction. Each student receives the required number of minutes of ESL instruction according to his or her proficiency rating on the NYSESLAT. Classes are scheduled for 90 minutes of ELA instruction every day. ESL students are scheduled to their required numbered of ESL minutes independently of their ELA instruction. These students are given native language support as per CR Part 154.
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.

The ESL teacher works with the content-area teachers to make content comprehensible to all ESL students. At the present time we have two general education students in ESL. At the present time, there are no ELLs in grades 1 through 8.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

At the present time, we have no ELLs who are evaluated in their native language. However, when necessary, we follow order exams in the appropriate language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Throughout the school year, ELLs are assessed by their classroom teachers and content area teachers. They are assessed through teacher-made tasks and exams, conferencing, classroom projects, and group activities. Activities are usually front-loaded with a

clear rubric. In addition students are given the opportunity to speak in front of the class and the teacher at the culmination of a project. Students are also evaluated with common-core periodic assessments.

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).

All ELL students receive differentiated instruction according to skill-based needs as determined by benchmark exams, progress monitoring assessments, and individual conferencing with teachers. They receive intervention as needed.

A. We have no SIFE students.

B. When we have an ESL student who is in the US less than 3 years, instruction in language acquisition is given for part of her required periods. For the addition part of her instruction students are assisted in ELA with instruction that targets specific needs.

Additionally, the ESL teacher assists students in completing assignments. The ELA teacher aligns ESL instruction with the requirements of her ELA class.

C. ELLs receiving 4 to 6 years in our school have IEPs and have learning difficulties. The ESL teacher provides instruction to meet the demands of their content-area instruction. Instruction is differentiated to meet their learning styles and needs.

D. Our ELLs who have completed six years of instruction speak English. However, they do not reach a proficiency level on the NYSESLAT because of other learning issues. The ESL teacher aligns her instruction to meet their learning needs and to assist them in content-area instruction.

E. All of our ELLs receiving ESL services for four years or more have special needs. Although they have acquired the skills necessary to communicate in English and they speak and read English, their learning needs prevent them from reaching the proficiency level on the NYSESLAT. The ESL teacher provides instruction to assist these students in content-area instruction.

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?

All ELLs are provided with the instructional strategies and grade-level materials to meet their individual needs as determined by standardized tests, classroom assessments and teacher evaluation. All ELL students are provided with rigorous instruction, which is adjusted according to their needs, which are frequently monitored.

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?

At this time, we have no ESL students. Usually our small number of ELLs affords us the ability to provide the least restrictive environment for that student. In addition, we are able to provide a schedule and instructional materials that support her academic and language development.

Courses Taught in Languages Other than English

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

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

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

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

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

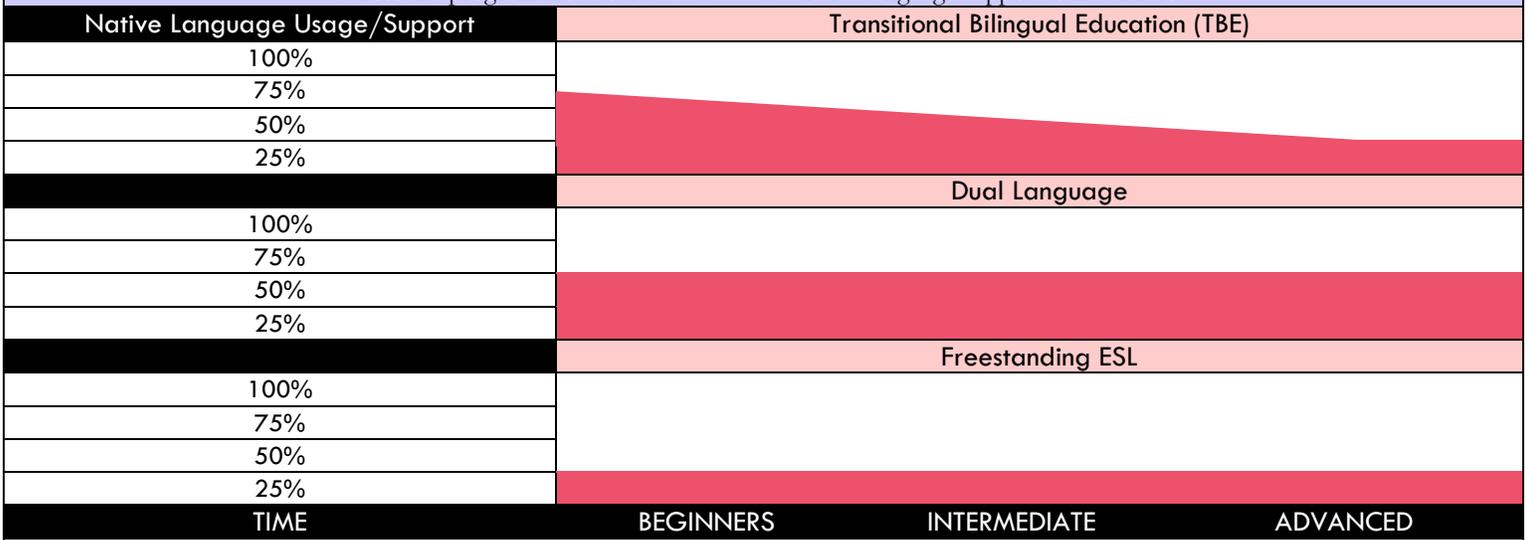
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

Native Language Usage and Supports

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



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.
- ELL students receive the same targeted-intervention programs as all other students. This is based on the needs of each student. All programs are offered in English only. AIS is provided for students in small groups according to need. Instruction is differentiated and specific skills are targeted. AIS is provided in ELA and Math during the school day. AIS is provided in the extended day for all subjects.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Although we have no ELL students at the present time, our usual free-standing ESL program is effective in meeting the needs of the students. We stress language development and acclimation in the early grades and content-area support in the middle school grades. We find that our ELLs make progress in both the NYSESLAT and the NYS ELA, Math, and Science exams.
11. What new programs or improvements will be considered for the upcoming school year?
- At this time, no programs will be added. At a later date in the year, when present programs are reviewed and student achievement is examined, additional programs or program revisions will be discussed.
12. What programs/services for ELLs will be discontinued and why?
- At this time, no programs will be discontinued. At a later date in the year, when present programs are reviewed and student achievement is evaluated, additional program revisions will be discussed.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are offered all programs. There is no distinction between the programs offered to ELLs or any other students. At the present time, additional programs are offered during extended day. ELLs are invited to these programs based on the same criteria as all students.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Ells are instructed with the same materials as all students. However the ESL teacher uses additional materials to assist ELLs in acquiring language skills necessary to communicate and to assimilate into the classroom. Soliloquy, a computer-based program, is used to help ELLs increase fluency. All students take a pretest in ELA and Math from Study Island, a computer-based program. Then differentiated practice is provided for each student.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native language support is provided when necessary. At the present time, Spanish and Urdu are the only two languages spoken by our ELLs. We have several teachers and paraprofessional who speak Spanish and one paraprofessional who speaks Urdu. However, instruction is provided in English only.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- All support services and resources are aligned with students' grade levels and ages. Services, such as, counseling, SETSS, or AIS are grade and age appropriate in both materials and delivery
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.
- Newly enrolled ELL students meet with the ESL teacher. She helps them acclimate to the school and addresses any concerns they express. Throughout the school year, similar procedures are followed to help new ELL students get acclimated to the school.
18. What language electives are offered to ELLs?
- During the 2013 - 2014 school year, all grade 8 students are receiving 3 periods per week of Spanish instruction.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - 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.
 1. The ESL teacher and all content-area and classroom teachers are provided PD to meet the needs of all students. They are given time to plan and align instruction to meet the demands of the ELL students.
 2. Professional development is offered to meet the demands of the Common Core Learning Standards. ESL teachers are guided to develop more rigorous lessons and in-depth questioning.
 3. Common preps and planning time is given to staff to meet the needs of the ELL students as they move from the elementary grades to the middle school grades. In the elementary grades teachers meet on the grade to plan and provide differentiated instruction for all students. In the middle school, teachers meet in both subject areas and grade level to provide appropriate instruction for all students. The model the ESL teachers uses is changed to provide appropriate support for the ELL students and to help them transition from a self-contained classroom to program in which they are instructed by subject-area teachers.
 4. All teachers are instructed in ways to work with the ESL teacher to provide optimal instruction for all ELL students. They will receive a minimum of 7.5 hours of training in aligning classroom instruction with ESL instruction to enable ELL students to receive differentiated instruction to meet their specific educational needs. The ESL teacher and/or administrators will provide professional development. Guest presenters will provide support whenever possible.

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?
 1. All parents, including parents of ELLs, are invited to participate in all activities. Parents are encouraged to join the Parent Association. They are asked to become Learning Leaders. In this program, they are trained to help the teacher in the classroom once a week. They help with individual or small groups of children. In addition, parents are invited to student performances, Pasta Night, Pre-School Family Night, Kindergarten Tea, and many other activities
 2. At this time, we are not involved with any agencies that provide workshops or services for ELL parents. However, when parents are in need of assistance, our Guidance Counselor, School Psychologist, or Parent Coordinator help them find appropriate help.
 3. We evaluate the needs of parents through surveys and communication with the Parent Association and/or Parent Coordinator. In addition, parents are always encouraged to communicate with their child's teachers, Guidance Counselors, and administration.
 4. Parent involvement is designed to meet the needs that parents have expressed an interest or concern in. They may vary each year depending on issues that arise. All parents are invited to become Learning Leaders. They participate in an instructional program that prepares them to assist teachers in providing small-group and/or one-to-one instruction. After completing the program, each volunteer is assigned to a class.

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: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Linda Spadaro	Principal		11/15/13
Eileen Davies	Assistant Principal		11/15/13
Nina DeBlasio	Parent Coordinator		11/15/13
Angela Cafaro	ESL Teacher		11/15/13
Donna DeMartino	Parent		12/17/13
Marion Costa/Librarian	Teacher/Subject Area		11/15/13
Catherine Acevedo/ Sp Ed	Teacher/Subject Area		11/15/13
Kathleen McGurk	Coach		11/15/13
	Coach		1/1/01
Cathleen Coleman	Guidance Counselor		11/15/13
	Network Leader		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: 27Q207 School Name: Rockwood Park School

Cluster: 2 Network: 210

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

Part A: Needs Assessment Findings

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

ESL data is examined to determine which languages are needed for written and oral interpretation. Home Language Surveys provide most of the information as well as face-to-face meetings with parents. At the present time, all written communication is done in English. At least one or both parents of each child can read English. A few parents need oral conversations to be translated in Spanish. This is accomplished through the use of a Spanish-speaking teacher or paraprofessional. When it becomes necessary to locate an interpreter in another language, it is usually done by one of the teachers, paraprofessionals, or another parent.

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.

At the present time, we have no ESL students. Nearly 100% of our parents are able to communicate in English in both written and oral communication. We have an extremely small number of parents who are more comfortable with Spanish conversation. We accommodate these parents through the use of a Spanish teacher or paraprofessional. At the present time, there is no need for written translation to be done. However when it is necessary, we have one of the teachers or paraprofessionals translate it. We are able to translate notices in several languages. We also use the DOE website for commonly translated messages when necessary.

Part B: Strategies and Activities

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

After the languages needed are determined, we make sure procedures are in place to communicate with each parent effectively and in a timely fashion. When necessary, an outside vendor is used to provide translation. More often, translation can be accomplished through the use of a teacher, paraprofessional, or parent volunteer. We also make parents aware that the DOE website is equipped to provide information in many languages.

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.

At this time, it is not necessary to use an outside vendor to interpret orally for any parent. All communication can be accomplished by staff or parent volunteer. At the present time, only spanish is needed in order to communicate with all parents.

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>.

At this time, it is not necessary to use an outside vendor to interpret orally for any parent. All communication can be accomplished through the use of a staff member or parent volunteer. All communication is done in a timely fashion. All parents are notified of upcoming events at the same time. At the present time, only spanish is needed in order to communicate with all parents.