



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001): 10x207

School Name: PUBLIC SCHOOL 207

Principal: MARIA ROSADO

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: Public School 207 School Number (DBN): 10X207
School Level: Elementary` Grades Served: Prek-2
School Address: 3030 Godwin Terrace Bronx, New York 10463
Phone Number: 718-796-9645 Fax: 7178-796-4537
School Contact Person: Hector Echevarria Email Address: HEvhevarriaJr@schools.nyc.gov
Principal: Maria Rosado
UFT Chapter Leader: Hector Echevarria
Parents' Association President: Consuelo Hernandez
School Leadership Team
Chairperson: Hector Echevarria
Student Representative(s): NA

District Information

District: 10 Superintendent: Melodie Mashel
Superintendent's Office Address: 1 Fordham Plaza Bronx, NY 10458
Superintendent's Email Address: MMashel@schools.nyc.gov
Phone Number: 718-741-5852 Fax: 718-741-7098

Cluster and Network Information

Cluster Number: 5 Cluster Leader: Debra Maldonado
Network Number: 534 Network Leader: Ben Waxman

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 School Comprehensive Educational Plan (SCEP) 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:

1. 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*.
2. 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.**
3. 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) |
|---------------------|---|-------------------------|
| Maria Rosado | *Principal or Designee | |
| Hector Echevarria | *UFT Chapter Leader or Designee | |
| Consuelo Hernandez | *PA/PTA President or Designated Co-President | |
| | DC 37 Representative, if applicable | |
| | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> | |
| | CBO Representative, if applicable | |
| Alexandra Kravitz | Member/ Staff | |
| Ileana McGeever | Member/ Staff | |
| Madeleine Ferrer | Member/ Staff | |
| Nancy Yee | Member/ Parent | |
| Kristina Martell | Member/ Parent | |
| Jackie Gonzalez | Member/ Parent | |
| Sheila Fermin | Member/ Parent | |
| Mirlaisa Bartolomei | Member/ Parent | |
| | Member/ | |
| | Member/ | |
| | Member/ | |

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

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

The School 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 SCEP 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 School Comprehensive Educational Plan (SCEP) 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 | |
|--|---|
| 1. | 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. |
| 2. | Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. |
| 3. | 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. |
| 4. | 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. |
| 5. | 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. |
| 6. | 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.

Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

1. Tenet 1: District Leadership and Capacity
2. Tenet 2: School Leader Practices and Decisions
3. Tenet 3: Curriculum Development and Support
4. Tenet 4: Teacher Practices and Decisions
5. Tenet 5: Student Social and Emotional Developmental Health, and
6. Tenet 6: Family and Community Engagement.

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:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. 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 SCEP Development

School Leadership Teams should engage in the following steps:

7. **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.
8. **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
9. **Step 3:** 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.
10. **Step 4:** 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.
11. **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
12. **Step 6:** 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: SCEP 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 DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

Vision

Our school is a community where all students, staff, and parents collaborate with each other. We address, accept, and meet the needs of individuals, and create an atmosphere where learning, creativity, and participation take place. The members of our community will be life-long learners and will become active participants in our school and society. We will develop decision-making skills and critical thinking skills, and the ability to communicate effectively.

Mission

The mission of P.S. 207 is to provide a safe and nurturing environment where each student develops a love of learning that will last a lifetime. We are dedicated to meeting the specific learning needs of all students in order to ensure they reach their full potential. We embrace the diversity of our learning environment. Students are enriched through participation in the Arts.

P.S. 207 is an early childhood PreK-2 school located in the northwest section of the Bronx in New York. We are in the heart of the Kingsbridge area of the Bronx, a thriving business area, which offers many resources to the surrounding community.

We have an ethnically diverse community at P.S. 207 with approximately 83.91% of our students coming from Hispanic families, 10.29% from African-American backgrounds, 3.17% from Caucasian families, 2.11% from families of Asian heritage, .26% Native Hawaiian/other Pacific Islanders and .26% Alaskan/Native American. The poverty index of P.S. 207 is 87.1%. As a result of the high percentage of LEP students, P.S. 207 has a bilingual and ESL program to meet the needs of a constantly growing immigrant population.

Our school consists of 32 teachers and two administrators. More than 90% of teachers have more than five years of experience and more than 84.2% have their master's degree or higher. Approximately 2.3% of the teachers have less than two years in the school. The staff also includes two school aides and five Educational Assistants.

We are an inquiry-based learning and performance assessment school. We offer a safe, personalized education with the expectation that our students will achieve very high standards in all of the academic areas, including coursework in the arts.

School programs provide opportunities for children to work alongside teaching artists and professional educators during the school day. Opportunities for family participation in our school community continue to be a priority.

On-going staff development is embedded in our school culture.

The following collaborations will continue to enhance our community relations / communications: (1) Dream-yard arts organization works with our teachers and students during the school day and after school; (2) Lehman College-NYC Math Project works with our teachers and students; (3) John F. Kennedy Interns provide a dual purpose. They provide our school community with extra support in working with students in the academic arena as well as the social-emotional arena. At the same time, we are building effective work habits to support them with their future

careers; (4) LINC-Literacy INC. will bring Library Power, and help support our efforts in working alongside us with the senior citizens of the Marble Hill Center; (5) Bronx Community College and Lehman College will work with our school, having their students do internships to fulfill their coursework, and benefit from the exposure to an educational setting as they plan for their future professions. We are also looking to expand our collaboration with other community based organizations.

The School Leadership Team will continue to revise the school's Comprehensive Educational Plan. This team is composed of parents and staff members. We are in the process of increasing our parent membership on the School Leadership Team.

Based on the Quality Review.....

What the school does well

The school's culture of mutual trust, approach to discipline, and social emotional support structures, result in the academic and personal growth of adults and students. (1.4)

In response to the Learning Environment Survey, the school implemented a positive behavior support program called "PS 207 ROCKS" (respect, organization, cooperation, kindness and safety), to promote personal behaviors conducive to learning. These character traits serve as a common approach to culture building and discipline and are incorporated into a program that includes a pledge, classroom lessons, and school-wide celebrations. Across classrooms teachers support students to self-monitor through green, yellow, and red traffic lights, thus either reinforcing desired behavior, giving a warning, or resulting in logical consequences when unacceptable behavior occurs. The school leadership reports that, as a result, escalated behavioral incidents are declining. In addition, nominated second graders who serve as student council members meet regularly to plan community service initiatives for charity, like penny drives, and they are charged with the responsibility of returning to class to share with their peers the content of discussions about rules, resulting in students serving a role in maintaining the positive climate. The school aligns family outreach and professional development to promote student well-being. For example, newsletters and workshops for families address ways to support learning at home, effective parenting, and bullying prevention. Teachers are trained by the fulltime social worker during faculty conferences to reinforce routines. As a result, parents and children confidently experience school as a safe, nurturing place where students are loved and taken care of.

Teachers are surveyed several times a year to formally identify students who may need additional support. This information and other referrals are reviewed in an on-going fashion by both the Response to Intervention Team (RTI) that meets to select instructional supports for students or the school-based support team (SBST) that collaboratively reviews cases where a social or emotional need is impeding academic progress. When necessary, action plans are written for students needing additional behavioral support and the school's fulltime social worker observes students to monitor and aid progress. Paraprofessionals, the school nurse, and members of the school-based support team are available at lunch; students know one of these caring adults will speak to them and they can access an "I'm upset" pass. According to parents, the school's parent coordinator is available to relay concerns to the administrator as they arise, and teachers make frequent calls or face-to-face contact with families to support student learning. Therefore, the school's systematic response to student need, effectively impacts the children's personal and academic growth. Teachers thoughtfully use common assessments and grading practices to analyze student learning results, fine-tune curriculum, and make instructional decisions for their grade-level and classrooms. (2.2)

Common tasks and assessment criteria that are aligned to the school's focus on select Common Core Learning Standards (CCLS) in reading, writing with informational texts, or communication of problem solving in math, are used on each grade level. A school-wide commitment to providing meaningful feedback to learners derived from these tasks and assessments is evidenced in classrooms as teachers help students individually or in guided partnerships as they make use of grade-level rubrics, "attribute charts" and suggestions on post-it notes to reflect on their progress and revise work. Young students explain that feedback helps them know how they are learning

and the next steps for improving their work. While working collaboratively with their peers, teachers analyze student-learning patterns from common grade-level unit tasks and adjust instructional plans. For example, the first grade team observed students having difficulty in using varied sentence starters in writing an animal report and decided to explicitly attend to this skill during interactive writing experiences. As a result teachers understand learning outcomes, adjust instruction, and have observed student gains on formative assessments on more rigorous targeted skills such as staying on topic.

Working on grade-level teams, teachers review student work to analyze whether students are meeting grade-level and subject-area goals and revise their instruction plans and curriculum. The school has adapted or designed common performance tasks that integrate social studies (SS) and science content, what the school calls “theme”, with English language arts (ELA) genre study. For example, while exploring urban and suburban communities, second graders are assessed both on the social studies objectives and on the CCLS standards for reading and writing informational texts. This enables the second grade teacher team to review strengths and weaknesses demonstrated in the student work for the purpose of revising the SS and ELA unit lessons for next year and to inform current instruction. As teachers noted students struggled with run-on sentences, they decided to focus revision work on needed linking words. Rewritten unit plans now reinforce discipline-based vocabulary and use of evidence from texts through word walls and other strategies. Individual teachers create class sheets to summarize the number of students at proficiency levels from 1 to 4 on these CCLS assessment tasks. In addition to teacher-made assessments and tasks from the City’s CC library, benchmark assessments from ECLAS 2, Developmental Reading Assessment 2 (DRA2) and end-of-unit tests from Go Math are uniformly used, summarized by class and grade, thus providing a clear picture of student progress toward classroom and grade-level goals. Teachers regularly engage in team based inquiry-oriented professional collaborations resulting in shared leadership, mutual accountability for improved practice, impacting student learning. (4.2)

Grade-level teams including teachers of students with disabilities (SWDs) and English language learners (ELLs) meet purposefully two to three times a week during common prep times, and vertical teams of staff from pre-kindergarten to grade 2 meet weekly to conduct inquiry. In keeping with school goals related to the implementation of the CCLS, this work has involved refining unit maps, lessons plans, and literacy performance tasks, while conducting gap analyses to ascertain needed instructional shifts and identify current student performance relative to the rigorous standards and implementation of envision, the new math program. Guided by agenda topics determined by the administrator and coaches, teachers take responsibility for facilitating or presenting at the meetings on a rotating basis and use protocols that assist them in examining student work and generating instructional solutions. As a result, teachers and the principal report that educators’ understanding of the standards has expanded as well as their capacity to plan instruction aligned to CCLS, suitable for diverse learners, and incorporating the instructional shifts such as using group work and higher-level questioning to promote student discussion of ideas. Teachers note student progress towards meeting the literacy standards requiring comprehension of informational texts, more frequent integration of the content into their writing, and use of various elements such as word choice within narratives. Middle-of-the-year data summaries for writing kindergarten through grade 2 shows an average of 23% of students moving one or more proficiency levels, with over 65% moving forward in kindergarten and 33.5% SWDs making gains.

Analysis of student data from math constructed response problems and benchmark assessments in reading or writing performance tasks is a common practice on both grade-level and vertical teams. Teachers on each grade-level who work in general education transitional bi-lingual or special education settings come together to investigate how to serve students whom they share. This includes discussing how to differentiate grade-level content, devising multiple entry points to common lessons, strategizing about needs of groups of struggling students, and sharing best practices. The second grade team discussed strengths and weaknesses in student work relative to the goal of moving all students to proficiency in writing. It was noted that SWDs needed help in comparing and contrasting both sides of an argument and supporting their arguments with textual evidence. It was also noted that students made gains in developing an introduction and conclusion. This type of structured professional collaboration typically results in improved teacher practice and progress toward student learning

goals for sub-groups of students. This is evidenced in part by present year gains of 33.5% by SWDs in reading on DRA assessments and 59% of ELLs moving at least one level in math.

The principal and assistant principal (AP) have implemented a system for classroom observation and feedback aligned with a research-based teaching framework that has created a school-wide instructional focus resulting in professional growth. (4.1) In support of the development of new and veteran teachers, the principal and AP conduct short, frequent classroom visits to observe teaching, examine room environment, and to look at student work. They then craft feedback and next steps based on the Danielson teaching framework, and provide levels of performance and actionable comments for improving teaching. Early in the year, teachers identify professional growth goals aligned to this framework that are documented and tracked to note progress in target growth areas. Administrators record this information and summarize trends to assess progress towards the school's instructional focus on coherent planning and strategies like questioning and student self-assessment techniques. Additionally, the framework's content is embedded into professional discussions to build an understanding of the descriptive language and expectations for effective instructional practices, a discussion that also focuses on items like displays of student work, homework, and in-class notebooks. This work has furthered the school's commitment to continuous improvement as evidenced by faculty buy-in to the process, teacher reflections, and observed professional growth in use of certain targeted strategies. School leaders and three instructional coaches, one for each in literacy, math, and/or theme, work effectively to incorporate trends from teacher observations and student data into the design of professional development. Data revealed the need for lab experiences focusing on managing flexible student groupings or designing coherent lessons aligned to learning objectives, and appropriate pacing of instruction to meet the needs of diverse learners. Support for teachers is then customized into cycles of in-class coaching support and/or lab site experiences where teachers observe the coach or their peers using a targeted strategy, and as they try the strategy themselves, receive input on how to refine the practice. Teachers also attend workshops outside of school to deepen their knowledge and skill in goal areas and then present to their colleagues. Subsequently, professional growth consistent with the school's goals for improving literacy and math and the City-wide instructional expectations has occurred for teachers.

What the school needs to improve

Deepen the work across grades and subjects to align curricula to the CCLS and embed rigorous habits and skills in academic and assessment tasks so that all students are required to demonstrate higher order thinking (1.1)

- o Purposeful decisions that have been made to align curricula to key State standards include the adoption of a new math program that focuses more on conceptual understanding and includes topics that are aligned to the major work of the grades as laid out in the CCLS. There is also a focus on engaging teams in refining ELA, theme maps, and pacing calendars, to include literacy performance tasks in social studies and science units. While grade-level teams have implemented several CCLS-aligned ELA and literacy units, and are continually refining these to include some instructional strategies that engage learners in appropriately rigorous performance tasks, they have not yet comprehensively developed CCLS-aligned curricula across all grades and subjects detailing how students in the lowest third, ELLs, SWDs or higher achieving students must demonstrate their thinking.

Strengthen teaching practices across classrooms to result in higher-levels of student thinking, engagement in discussions, ownership of learning, and accelerated progress for all learners. (1.2)

Across general education, transitional bilingual and self-contained special education classrooms, lessons are typically organized around the workshop model. Certain teaching strategies such as modeling the way to complete a task, use of a mini-lesson to introduce a new concept or skill, and students' active involvement in varied challenging tasks, were consistently observed. Students were frequently given time to turn-and-talk with a neighbor, to work with peers to edit stories, practice reading with voice or reflect on their learning. Written work that evidenced student participation in challenging writing tasks was ubiquitous throughout the halls and classrooms. Portfolios captured benchmark performances in math evidencing multi-step problems and students explaining their process. However, during classroom visitations students were not consistently demonstrating ownership for what was essential to their learning. For example, in several second grades students practiced reading with voice as instructed, yet only some students utilized the checklist of criteria to examine their

accomplishments while in discussion with his/her partner. While scaffolds, questioning techniques, and routines, are used to ensure most students have a variety of ways to think about the content and develop meaningful work products, supports and extensions do not yet reflect elaborate and strategic planning and delivery to result in depth of knowledge and further acceleration of student progress for SWDs, ELLs and high-end learners.

10X207 School Information Sheet

| School Configuration (2014-15) | | | | | |
|---|-----------------|---|-----|---|-----|
| Grade Configuration | PK,0K .01,02 | Total Enrollment | 378 | SIG Recipient | N/A |
| Types and Number of English Language Learner Classes (2014-15) | | | | | |
| # Transitional Bilingual | N/A | # Dual Language | N/A | # Self-Contained English as a Second Language | N/A |
| Types and Number of Special Education Classes (2014-15) | | | | | |
| # Special Classes | N/A | # SETSS | N/A | # Integrated Collaborative Teaching | N/A |
| Types and Number of Special Classes (2014-15) | | | | | |
| # Visual Arts | N/A | # Music | N/A | # Drama | N/A |
| # Foreign Language | N/A | # Dance | N/A | # CTE | N/A |
| School Composition (2013-14) | | | | | |
| % Title I Population | 78.4% | % Attendance Rate | | 89.2% | |
| % Free Lunch | 81.5% | % Reduced Lunch | | N/A | |
| % Limited English Proficient | 33.9% | % Students with Disabilities | | 15.1% | |
| Racial/Ethnic Origin (2013-14) | | | | | |
| % American Indian or Alaska Native | 0.5% | % Black or African American | | 8.7% | |
| % Hispanic or Latino | 84.4% | % Asian or Native Hawaiian/Pacific Islander | | 1.5% | |
| % White | 4.4% | % Multi-Racial | | 0.5% | |
| Personnel (2014-15) | | | | | |
| Years Principal Assigned to School (2014-15) | 11.34 | # of Assistant Principals (2014-15) | | 1 | |
| # of Deans (2014-15) | N/A | # of Counselors/Social Workers (2014-15) | | 2 | |
| Personnel (2013-14) | | | | | |
| % of Teachers with No Valid Teaching Certificate (2013-14) | N/A | % Teaching Out of Certification (2013-14) | | 1.7% | |
| % Teaching with Fewer Than 3 Years of Experience (2013-14) | 0.1% | Average Teacher Absences (2013-14) | | 9.97 | |
| Student Performance for Elementary and Middle Schools (2013-14) | | | | | |
| ELA Performance at levels 3 & 4 | N/A | Mathematics Performance at levels 3 & 4 | | N/A | |
| Science Performance at levels 3 & 4 (4th Grade) | N/A | Science Performance at levels 3 & 4 (8th Grade) | | N/A | |
| Student Performance for High Schools (2012-13) | | | | | |
| ELA Performance at levels 3 & 4 | N/A | Mathematics Performance at levels 3 & 4 | | N/A | |
| Credit Accumulation High Schools Only (2013-14) | | | | | |
| % of 1st year students who earned 10+ credits | N/A | % of 2nd year students who earned 10+ credits | | N/A | |
| % of 3rd year students who earned 10+ credits | N/A | 4 Year Graduation Rate | | N/A | |
| 6 Year Graduation Rate | N/A | | | | |
| Overall NYSED Accountability Status (2014-15) | | | | | |
| Reward | | Recognition | | | |
| In Good Standing | X | Local Assistance Plan | | | |
| Focus District | N/A | Focus School Identified by a Focus District | | | |
| Priority School | | | | | |
| Accountability Status – Elementary and Middle Schools | | | | | |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A | |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | N/A | |
| White | N/A | Multi-Racial | | N/A | |
| Students with Disabilities | N/A | Limited English Proficient | | N/A | |
| Economically Disadvantaged | N/A | | | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A | |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | N/A | |
| White | N/A | Multi-Racial | | N/A | |
| Students with Disabilities | N/A | Limited English Proficient | | N/A | |
| Economically Disadvantaged | N/A | | | | |
| Met Adequate Yearly Progress (AYP) in Science (2012-13) | | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A | |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | N/A | |
| White | N/A | Multi-Racial | | N/A | |
| Students with Disabilities | N/A | Limited English Proficient | | N/A | |
| Economically Disadvantaged | N/A | | | | |
| Accountability Status – High Schools | | | | | |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A | |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | N/A | |
| White | N/A | Multi-Racial | | N/A | |
| Students with Disabilities | N/A | Limited English Proficient | | N/A | |
| Economically Disadvantaged | N/A | | | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A | |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | N/A | |
| White | N/A | Multi-Racial | | N/A | |
| Students with Disabilities | N/A | Limited English Proficient | | N/A | |
| Economically Disadvantaged | N/A | | | | |
| Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13) | | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A | |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | N/A | |
| White | N/A | Multi-Racial | | N/A | |
| Students with Disabilities | N/A | Limited English Proficient | | N/A | |
| Economically Disadvantaged | N/A | | | | |

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. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

| Tenet 3 Statement of Practice (SOP) Addressed | | HEDI Rating |
|---|---|-------------|
| 3.2 | The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12. | E |
| 3.3 | Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content. | E |
| 3.4 | The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities. | E |
| 3.5 | The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes. | E |

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (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.

Deepen the work across grades and subjects to coherently embed rigorous habits and skills in academic and assessment tasks so that all sub-groups of students have access to tasks and are required to demonstrate higher-order thinking. (1.1) Alternative Quality Review 2013-14.

We are deepening our alignment to the CCLS by **continuing** to build upon the performance tasks embedded in our K-2 curriculum units by integrating rigorous performance tasks in all curriculum ELA, social studies, science, and math units across disciplines in order to support students to make connections, provide multiple entry points, and improve performance results. Based on the students’ results from the implementation of last year’s performance tasks, we were able to use the information to refine our curriculum maps and tasks to meet students’ needs with a specific focus on scaffolding instruction to support our ELL’s and SWD’s. Through Teacher Team meetings and classroom learning walks, teachers, together with administration, continue to analyze students’ results for gap analysis, plan, discuss gaps in implementation of CCLS in curriculum maps, review and align assessments, and create next steps.

The unit performance tasks integrate cross curricular subjects and build upon the interdisciplinary connections across reading, writing and theme subjects in order to afford students opportunities to build and draw upon an increased content knowledge base. The literacy cross curricular and math performance tasks are designed as cumulative unit assessments to measure and monitor students’ understanding and application of skills and strategies across disciplines resulting in cognitively challenging tasks. The unit performance tasks also serve as

interim progress monitoring measurements in order to move students towards achievement of learning target end year goals.

The Workshop model continues to be refined and utilized as a structure to provide effective instruction and best practices through a coherent and consistent set of routines. The components of the architecture of a mini-lesson provide opportunities for explicit instruction, guided practice, monitoring of student understanding, multiple entry points, language development scaffolds, student collaborations and discussions, independent practice, the production of meaningful work products, reflection, ownership and accountability of student learning, as well as next steps for instruction. The utilization of academic conversations, technology, variety of materials and how to improve upon instructional strategies continues to be built upon and deepened in order to improve achievement for all students (ELL's and SWD's).

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 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, there will be an increase of at least **5%** in Progress of K-2 students as measured by the NYC Performance Task ELA.

Part 3 – Action Plan

| <p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. 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). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust | <p>Target Group(s) <i>Who will be targeted?</i></p> | <p>Timeline <i>What is the start and end date?</i></p> | <p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p> |
|---|--|---|--|
| <p>The Data specialist along with the coaches will provide teachers with school-wide as well as individual student data in the areas of ELA, Theme (S.S. & Science) and math. They will provide professional development activities on interpreting the data and utilizing the information to develop curriculum units which are aligned with the CCLS.</p> <p>Literacy, Math and Theme coaches will provide staff with the tools and strategies needed to develop engaging unit plans and tasks in ELA, math, social studies and science which are aligned with the CCLS.</p> <p>Teacher teams will meet during common planning time to plan and continue to align curriculum</p> <p>Teachers will utilize a “Looking at Student Work” protocol to gather information about student learning and inform revision of instructional units during teacher team inquiry work.</p> <p>New teachers meet regularly with mentors, coaches and principal to discuss challenges and success as they work to align units of study.</p> | <p>Staff</p> | <p>Sept 2014- June 2015</p> | <p>Staff, Administration</p> |

| | | | |
|---|-----------------------------|--------------------|------------------------------------|
| Alignment of curriculum units of study to CCLS shifts and cross curricular (reading, writing and theme). Interim ELA task assessments to progress monitor. Professional Development on gaps in the curriculum, assessments, and student work. | | | |
| Lab-sites, Network Support on PD, Coaching Cycles, Peer Collaboration, Consultants, AIS, Scaffolding for students, SIOP, UDL, DI, Teacher Teams Fine Tuning Protocol for subgroups. | Staff | Sept 2014-May 2015 | Staff |
| Parent Workshops (CCLS, ELA, Theme, ESL,UDL), Monthly Curriculum Overviews | Staff, Parents | Sept 2014-May 2015 | Staff, Consultants, Administration |
| Promoting Instructional Focus, Teachers Leading Lab-sites, Facilitating Teacher Team Meetings, Character Education, Mission and Vision Statements, SLT, Parent Meetings, Teacher led Workshops, PA Led Workshops, | Staff, Parents, Consultants | Sept 2014-May 2015 | Staff and Parents |

Part 4 – Resources Needed

| |
|--|
| Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc. |
| Per session for data analysis for after school meeting Per session for after school and per diem for PD coverage Scheduled time during the school day for common planning Scheduled time during the school day for teacher teams to master and apply the student protocol meetings for new teachers |

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 | x | Title I Basic | x | Title I 1003(a) | x | Title IIA | x | Title III | | P/F Set-aside | | Grants |
| List below any additional funding sources that will be utilized to support achievement of the goal. | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |

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: | | | | |
| 1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. | | | | |
| 2. Specify a timeframe for mid-point progress monitoring activities. | | | | |
| ELA Interim progress monitoring in house school-wide K-2 performance task assessments administered in December. | | | | |
| Part 6b. Complete in February 2015. | | | | |
| 1. | Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | No |
| 2. | 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. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:

3. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.

4. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

| Tenet 5 Statement of Practice (SOP) Addressed | | HEDI Rating |
|--|--|--------------------|
| 5.2 | The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health. | E |
| 5.3 | The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students. | E |
| 5.4 | All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes. | E |
| 5.5 | The school leader and student support staff work together to develop teachers’ ability to use data to respond to students’ social and emotional developmental health needs, so students can become academically and socially successful. | E |

Part 1b. Needs/Areas for Improvement:

5. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

6. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (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.

The school implements PBIS through “PS 207 ROCKS” (respect, organization, cooperation, kindness and safety), to promote personal behaviors conducive to learning and to reduce incidents in the classrooms and improve upon the areas of safety and respect as based on data findings from the LES. These character traits serve as a common approach to culture building and discipline and are incorporated into a program that includes a pledge, classroom lessons, (shared with the parents through monthly overviews) and school-wide celebrations. Across classrooms, teachers support students to self-monitor by using a feelings barometer. This helps teachers address and diffuse possible behavior issues. All teachers help students to monitor their behavior through green, yellow, and red traffic lights, thus either reinforcing desired behavior, giving a warning, or resulting in logical consequences when unacceptable behavior occurs. The school leadership reports that, as a result, escalated behavioral incidents are declining. In addition, nominated second graders who serve as student council members meet regularly to plan community service initiatives for charity, like penny drives. They are charged with the responsibility of returning to class to share with their peers the content of discussions about rules, resulting in students serving a role in maintaining the positive climate. The school aligns family outreach and professional development to promote student well-being. For example, newsletters and workshops for families address ways to support learning at home, effective parenting, and bullying prevention. Teachers receive training by the full-time social worker as well as from a socio-emotional consultant during professional development sessions to reinforce routines. Staff members meet together during teacher team meetings to plan interventions and provide collegial feedback for students

who need additional support. As a result, parents and children confidently experience school as a safe, nurturing place where students are loved and taken care of.

As part of the RTI structure in the school, we continue our efforts to develop the socio-emotional aspect of our students' education and to improve the affective aspect of students' learning through implementation of the nomination behavior survey as a tool to identify areas of need BOY and measure students' progress MOY and EOY. The data from the survey is used to strategically align and provide both Tier I and Tier II instruction and intervention. Teacher teams engage in shared improvement of best teaching practices both vertically and horizontally across grade levels. An inquiry protocol approach facilitates the next steps and instructional decisions in order to coordinate social-emotional learning and development. Professional development, consultant partnerships, enrichment after-school programs, counseling supports, the opportunity for student voice in school community decisions as evident through the student council and parent outreach in the form of workshops and communication tools such as the Family Engagement folders and Curriculum Overview and Calendar notices, have been deepened to strategically utilize and align the resources available in order to make an impact on students' personal and, in turn, academic behaviors.

Students who have been identified as needing additional support are reviewed in an on-going fashion by both the Response to Intervention Team (RTI) that meets to select instructional supports for students or the school-based support team (SBST) that collaboratively review cases where a social or emotional need is impeding academic progress. When necessary, action plans are written for students needing additional behavioral support and the school's full-time social worker observes students to monitor and aid progress. Paraprofessionals, the school nurse, and members of the school-based support team are available at lunch; students know one of these caring adults will speak to them and they can access an "I'm upset" pass. According to parents, the school's parent coordinator is available to relay concerns to the administrator as they arise, and teachers make frequent calls or face-to-face contact with families to support student learning. Therefore, the school's systematic response to student need effectively impacts the children's personal and academic growth.

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 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, all students, including ELLs and SWDs will demonstrate progress as measured by a 5% increase in positive behavior on the students scoring on the School's Behavior Survey Skills (Teacher Nomination Form).

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> |
|---|--|---|--|
| <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. 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). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust | | | |

| | | | |
|--|--------------------------|--------------------------|--------------------------|
| <p>Completed data analysis for each student, observation of implementation of monthly professional development Agendas & Attendance of staff with area of focus</p> <p>Observation of implementation of the student_protocol during teacher team planning time</p> <p>Agendas & Attendance of staff with area of focus, and Implementation of such.</p> <p>Character education lessons, student work and bulletin boards emphasizing character traits</p> <p>Student anecdotes, progress reports</p> <p>Observations PBIS, PS 207 Expectations,</p> <p>Mentor plan to support new teachers with strategies</p> <p>Character Education Program and character education traits</p> <p>NYCDOE Respect for All Implementation</p> <p>PS 207 Student Council</p> <p>PS 207 Student Pledge</p> | students | September 2014-June 2015 | Staff |
| <p>Continued implementation of the school's RTI action plan to address both academic and behavior.</p> <p>Administer screening tools as well as benchmark assessments to continuously monitor students' progress both academic and behavior.</p> <p>During Teacher Team meetings follow the "Student Protocol Model" to discuss students, share practices, strategies, challenges and elicit input from colleagues on possible next steps to support students</p> <p>Implementation of NYCDOE Respect For All and attendance mentor program</p> <p>Training of Staff: Dignity Act, ESR, PBIS, Crisis Intervention, Respect for All Attendance mentor plan, Behavior surveys, Character Education lessons,</p> <p>Target small groups for instruction daily as well as SW interns working with students in the socio-emotional domain.</p> <p>School-wide Traffic Light system used in the classroom for behavior monitoring for Tier 1 and character trait activities to reinforce the Cooling Down Area</p> | students | September 2014-June 2015 | Staff |
| <p>Parent Workshops led by Social Worker, SBST and Social-Emotional Consultant</p> <p>Character Education Parent Assemblies</p> <p>Character Education Monthly Newsletter</p> | Parents | September 2014-June 2015 | Staff, Consultants, CBOs |
| <p>Teacher autonomy for implementation of RTI, P.S. 207 Expectations, traffic light to monitor Tier I, developing and monitoring Tier II student progress reports, collaboration between staff and parents on behavior strategies and character building traits.</p> | Parents, Staff, Students | September 2014-June 2015 | Staff |

Part 4 – Resources Needed

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

Scheduling, Network support staff and Professional development activities.

Monthly workshops, assessment, Teacher team meetings, IST meetings

Teacher Feedback, Attendance and OORS monitoring, Educational Consultant & Implementation Specialist (ECIS), Per session

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 | X | Title I Basic | X | Title I 1003(a) | X | Title IIA | X | Title III | | P/F Set-aside | | Grants |
|---|----------|---|---------------|---|-----------------|---|-----------|---|-----------|--|---------------|--|--------|

List below any additional funding sources that will be utilized to support achievement of the goal.

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:

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

Teacher nomination survey forms MOY in January 2015

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

- | | | | | | |
|----|--|--|-----|--|----|
| 1. | Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| 2. | 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. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:

7. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.

8. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

| Tenet 4 Statement of Practice (SOP) Addressed | | HEDI Rating |
|--|--|--------------------|
| 4.2 | Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry. | E |
| 4.3 | Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals. | E |
| 4.4 | Teachers create a safe environment that is responsive to students’ varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry. | E |
| 4.5 | Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process. | E |

Part 1b. Needs/Areas for Improvement:

9. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

10. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (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.

Further align assessment practices across all classrooms to increase meaningful feedback so that teachers effectively analyze and monitor student progress in order to make effective adjustments and so that students are aware of their next learning step. (4.5) Alternative School Quality Review 2013-14.

The RTI structure allows for both the academic and affective development and learning of students. This structure facilitates the focus of effective instruction and fidelity to a CCLS rigorous curriculum for whole group as well as providing intervention in the form of small group instruction, AIS push in supports, and after school intervention and enrichment programs. We further developed the use of tools such as student profile sheets and matrix in order to monitor, track and use as Google docs to allow accessibility of students’ academic and affective progress.

Tier I-

- Strengthen reading comprehension instruction through professional development, teacher team meetings devoted to analyzing student work and sharing best practices, and study group sessions devoted to building content knowledge and strategies for reading comprehension instruction
- Develop checklists and notebooks for reading workshop to address content, stamina and volume of reading and reading comprehension related skills and strategies
- Coaching cycles to support whole class and small group instruction integrating reading comprehension
- Goal-setting and student portfolios to track reading progress
- Student matrix Google doc showing students’ tier I assessment data in order to track and monitor students’ academic progress.

Tier II-

- F & P Leveled Literacy System to provide instruction for afterschool for those Tier II students who need

additional instruction

- RTI team members will have specific roles with regard to monitoring and tracking Tier II intervention attendance, fidelity of instruction and assessment
- Student Profile sheets created for Tier II students will be used as a Google doc tool to allow teachers, service providers and RTI team members access to documenting interventions and outcomes in response to action plans created for students

Teacher Team meetings are scheduled weekly. Teachers on a rotational basis facilitate the group to engage in collaborative inquiry approach to determine the needs of students as evidenced by work products and students' assessment results. The teacher team structure allows for us to determine our next steps to strategize how we will meet the school goals, make budgetary decisions on instructional materials and resources needed, hiring practices (i.e. School based SW, Bilingual or ESL teachers or staff members, Special Ed teachers), consultants, scheduling and shaping our PD in order to meet students learning and social-emotional needs (whole child). The outcomes of the aforementioned allow further discussion with the SLT, PA and administrative staff to adjust / align the school policies to support the students learning.

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 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By the end of June 2015, Tier 2 students will decrease at least by 10%.

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: <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. 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). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust | 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> |
|---|--|---|--|
| <p>Within RTI structure in-school AIS intervention support is provided for students using research based and CCLS aligned with F & P leveled literacy program identified from assessment data as tier II at risk students.</p> <p>Classroom teachers use assessment data to form small guided instruction flexible groups that are reconfigured throughout the school year based on progress monitoring and benchmark assessment data.</p> <p>Teacher programs include 2 periods per week of common planning time. In grade teams, teachers will analyze data obtained from summative and formative assessments to identify students in need of AIS or enrichment activities. Common planning will occur weekly from September to June.</p> | <p>Students</p> | <p>September 2014-June 2015</p> | <p>staff</p> |

| | | | |
|--|--------------------------------|----------------------------|---|
| <p>To improve achievement for all students, including ELLs and SWDs, the following professional development activities will be offered to staff to improve teacher effectiveness in delivering instruction and providing feedback in ELA:</p> <p>Educational consultant will facilitate workshops with the ELL/SWD teachers and classroom teachers to provide teachers with the skills and strategies necessary to deliver the ELA to ELLs/ SWDs students as well.</p> <p>Coaches will work with Special education achievement coach to review curriculum maps on each grade to ensure the units are in alignment with CCLS and informed by data. Coaches in turn will work with teachers on the grade during teacher teams meetings to turnkey. ESL teacher and coaches will provide teachers with demonstration lessons and feedback regarding ELL strategies used in conjunction with the Literacy and Theme curriculums. She will support teacher teams as they develop ELA units and tasks for ELLs. Network ASE, will facilitate PD activities for teachers of SWDs. Monthly activities will include the development of literacy strategies in alignment with the grade level CCLS</p> | Staff, | September 2014 – June 2015 | Staff, Administrators, Consultants, Network Support |
| <p>Parent Workshops (CCLS, ELA, Theme, Technology, MYON, ESL,UDL, IEPs), Parent Conferences to discuss progress and intervention strategies, Homework Sheets, Family Engagement Folders, Monthly Curriculum Overviews, Classroom Events</p> | Parents | September 2014-June 2015 | Staff, Administration |
| <p>Teachers Leading Lab-sites, Facilitating Teacher Team Meetings, Parent Meetings, Teacher led Workshops, PA Led Workshops, School wide Events, Open Houses, Assemblies, Learning Walks</p> | Students, Staff, parents, CBOs | September 2014-June 2015 | Staff, Parents |

Part 4 – Resources Needed

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

Network instructional support specialist, ELL teachers, SE teachers, classroom teachers
 Network Special education coach, grade and subject area teams
 Network ELL specialist, ESL and classroom teachers
 Network ASE and SE teacher(s)
 Per Session

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 | x | Title I Basic | x | Title I 1003(a) | x | Title IIA | x | Title III | | P/F Set-aside | | Grants |
|---|-----------------|---|----------------------|---|------------------------|---|------------------|---|------------------|--|----------------------|--|---------------|

List below any additional funding sources that will be utilized to support achievement of the goal.

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:

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

MOY Assessments i.e. DRAs

Part 6b. Complete in February 2015.

| | | | | | |
|----|--|--|-----|--|----|
| 1. | Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| 2. | 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. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:

11. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
12. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

| Tenet 2 Statement of Practice (SOP) Addressed | | HEDI Rating |
|---|--|-------------|
| 2.2 | Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP). | E |
| 2.3 | Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals. | E |
| 2.4 | Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved. | E |
| 2.5 | The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement. | E |

Part 1b. Needs/Areas for Improvement:

13. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
14. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (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.

Continue to refine instructional practices so that all students have access to the curriculum through supports and extensions to increase engagement and production of work that reflects high-order levels of thinking. (1.2) Alternative School Quality Review 2013-14.

The Danielson Framework for Teaching is used as a feedback tool during observations and PD to engage in professional conversations about the teaching practices and its’ impact on students’ learning. Throughout the school-year, teacher team meetings, lab-sites as well as learning walks are conducted weekly in order to develop a deeper understanding on all domains and components of the framework. Teachers engage in discussions to reflect on how the framework is being implemented in instruction as well as for how they are growing as professionals.

Each component provides a continuum that supports teachers as well as administrators to reflect on best practices or next steps to strengthen teaching practices to engage all students in Higher Order Thinking (HOT). Conversations provide opportunities to talk about how students can best be supported and scaffold in their learning of the subject areas as well as building relevance and relationships to the real world.

We are, as a community, implementing and fine tuning the framework to make the connections within our work as educators as well as to make our vision and mission statement evident through our practices. Such practices align with the school community’s beliefs that all students can learn and become life-long learners in order to become productive citizens that contribute to our society.

Weekly teacher team meetings are a driving force in building capacity to develop a shared leadership with a common goal of improving student learning. Teacher teams provide a consistent source of distributive leadership wherein the school community members are regarded as valued resources in an effort to improve student achievement. Such leadership is demonstrated at teacher team meetings wherein all teachers at several points during the year facilitate their groups. Teachers organize, present, and engage in inquiry with other colleagues to share and develop best practices, activities, resources, provide feedback, as well as turnkey professional development. Teacher teams also meet vertically to engage in professional collaborations focused on improving instruction, teacher practices, content knowledge, implementation and data review of the CCLS and instructional shifts through curriculum and assessments to build a vertical coherence across grades as a means of improving student learning.

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 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By the end of May 2015, administrators will conduct at least 4 observations per pedagogue, providing feedback using Danielson’s Framework For Teaching, paying particular attention to Domain 3: Instruction.

Part 3 – Action Plan

| <p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. 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). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust | <p>Target Group(s) <i>Who will be targeted?</i></p> | <p>Timeline <i>What is the start and end date?</i></p> | <p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p> |
|---|--|---|--|
| <p>School leadership will ensure instruction is aligned with the Danielson Framework that supports the implementation of the Common Core standards and shifts.</p> <p>Supervisors, in collaboration with teachers, will develop an individual Professional Growth Plan for each teacher.</p> <p>Supervisory staff will meet individually with teaching staff to review student data and develop plans for improving individual student achievement.</p> <p>Administrative and Instructional team members will work collaboratively to set up a schedule and observation protocols aligned with Danielson competencies. Attendance and agendas, from planning sessions and professional development activities will provide evidence of staff progress.</p> <p>By February, completion of two supervisory observations with associated lesson plans for each teacher will provide evidence of improved instructional practice.</p> <p>Completion of and individual professional growth plan for each</p> | <p>Staff and students</p> | <p>September 2014-June 2015</p> | <p>Teachers and Administrators</p> |

| | | | |
|--|--------------------|----------------------------|-----------------------------------|
| teacher. Complete the initial review of student data and the action plans for improving individual Tier II students' achievement. Determine a tentative calendar of teacher observations based on both the level of teacher experience and need. Samples of supervisory observations and lesson plans will provide evidence of staff progress | | | |
| Align feedback to address each individual teacher's student population. Provide professional development to address SWDs, Tier 2 , ELLs and Tier 1 students both strength and needs Develop next steps feedback for teachers using a collaborative inquiry approach. | Staff and students | September 2014 – June 2015 | Staff and Administration |
| Parent Workshops on CCLS and shifts, SLT meetings, Monthly Curriculum Overviews | Parents | September 2014-June 2015 | Staff, Administration and Parents |
| Provide immediate feedback and quicker turn-around- time on feedback follow up. Use different means of communication for on-going pedagogical growth. Schedule teacher led lab-sites on a monthly basis for best teaching practices. Continue the peer collaborations among teachers. Schedule Professional Goal Plan BOY, MOY, EOY to discuss progression of goals set by teachers. Sharing Information on Advance Web Application and Intranet. Distribution of Monthly Curriculum Overviews to parents. | Teachers | September 2014-June 2015 | Administration |

Part 4 – Resources Needed

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

Time for professional development, per session and per diem
Scheduled time during the school day for individual conferences with each teacher and an administrator
Scheduled time during the school day teacher observation and pre and post-conferences

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 | x | Title I Basic | x | Title I 1003(a) | x | Title IIA | | Title III | | P/F Set-aside | | Grants |
|---|-----------------|---|----------------------|---|------------------------|---|------------------|--|------------------|--|----------------------|--|---------------|

List below any additional funding sources that will be utilized to support achievement of the goal.

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:

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

MOY Advance data analysis using the dashboard

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

| | | | | |
|--|--|-----|--|----|
| 1. Did the school meet the mid-point benchmark(s) in the timeframe | | Yes | | No |
|--|--|-----|--|----|

| | | | | |
|------------|--|--|--|--|
| specified? | | | | |
| 2. | 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. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:

15. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.

16. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

| Tenet 6 Statement of Practice (SOP) Addressed | | HEDI Rating |
|--|---|--------------------|
| 6.2 | The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success. | E |
| 6.3 | The school engages in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning. | E |
| 6.4 | The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success. | E |
| 6.5 | The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success. | E |

Part 1b. Needs/Areas for Improvement:

17. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

18. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (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.

How do your school’s responses in the following categories compare to other schools?

| | SCHOOL | CITYWIDE |
|-------------------------|--------|----------|
| Instructional Core | 92% | 92% |
| Systems for Improvement | 89% | 89% |
| School Culture | 89% | 92% |

How satisfied were participants at your school in the following categories?

| | Parents | Teachers |
|-------------------------|---------|----------|
| Instructional Core | 89% | 96% |
| Systems for Improvement | 86% | 92% |
| School Culture | 89% | 90% |

Communicates to me and my child what we need to do to prepare my child for college, Career and success in life after high school. (81) *LES 2013-14 pg.8* School Culture category from Parents’ Responses
 Helps keep my child on track for college, career, and success in life after high school. (89) *LES 2013-14 pg.8* School Culture category from Parents’ Responses

The current school’s family outreach structure was continued as evident through the practices of the Family Engagement folder, Curriculum Overviews and School Calendars which serve as communication tools, as well as parent workshops in order to involve parents in the school’s shared beliefs and partner with families to support student progress. Parental involvement continues wherein data from the parent surveys is used to refine structures and practices. Outcomes and expectations are shared with the parents via Family Engagement Folders, PTC, PID and SLT

meetings. Additionally, existing practices and structures have been deepened to provide means of improving opportunities for parental and family feedback. Parents and families have increased opportunities to come to parent workshops offered on a wide range of topics to meet the needs of all students, as well as participate in school-wide events and celebrations such as Portfolio Day and Author Celebrations in order to deepen a shared culture of learning and high expectations. The phone messenger is used as a tool to communicate lateness, attendance and special events. The Parent Coordinator and Parents Association support parents to extend and deepen communication of expectations for students.

The SLT affords opportunities for parents and staff to meet, discuss, plan and provide input into school policy decisions, development of school goals as well as establish a means to disseminate information. Parents participate in periodically scheduled school-wide events and class activities. Family Engagement folders have been established to communicate high expectations, student progress, feedback to teachers, and strategies to support students throughout the year to families. Parent Coordinator and Social Worker conduct workshops throughout the year based on SLT outcomes, students' data and parent feedback.

Part 2 – Annual Goal

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 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

To improve parents' satisfaction on the School Culture category of the LES to at least 90% for the year 2014-15.

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: 7. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 8. 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). 9. Strategies to increase parent involvement and engagement 10. Activities that address the Capacity Framework element of Trust | 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> |
|--|--|---|--|
| Planning and implementation of a Family outreach plan Parent Orientation/Family Night Event/ Open House for Parents Portfolio Share Monthly implementation of parental workshops Student recognition events Monthly School-wide Events for parents Family Engagement Tuesdays Family Engagement Folders Parent Association Bulletin Board Communication Appointment Binders Monthly Curriculum Overviews Parent Coordinator's Corner Phone Messenger Homework Sheets Parent Notices Monthly Character Education Newsletter | Parents and families | September 2014-June 2015 | Staff, Parents, Administration |

| | | | |
|--|-----------------------|----------------------------|---|
| ELL and SWD workshops IST Meetings IEP Meetings IEP and ESL Teacher Support SBST Support Conferences with parents for students' Progress Report Updates and input | Staff and Parents | September 2014 – June 2015 | Staff |
| Parent Workshops led by staff, parent coordinator and outside agencies School wide Events Invites throughout the year Classroom Activities Collaboration with parents for students' progress update | Parents and students | September 2014 – June 2015 | Staff, Consultants, Administration |
| Progress Report Report Cards Instructional Focus School Comprehensive Educational Goals SLT Communication Bulletin Boards | Parents and Community | September 2014 – June 2015 | Staff, Administration, Parent Association |

Part 4 – Resources Needed

| |
|---|
| Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc. |
| Common planning time for Principal, assistant principal, parent coordinator, selected teachers Staff attendance at Parent Orientation/Family Night/Open House for Parents Parent coordinator's planning and hosting of parent workshops Staff attendance at Student recognition events Family Engagement Tuesdays |

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 | x | Title I Basic | x | Title I 1003(a) | x | Title IIA | x | Title III | | P/F Set-aside | | Grants |
| List below any additional funding sources that will be utilized to support achievement of the goal. | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |

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: | | | | |
| 1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. | | | | |
| 2. Specify a timeframe for mid-point progress monitoring activities. | | | | |
| MOY School-based parent feedback form | | | | |
| Part 6b. Complete in February 2015 . | | | | |
| 1. | Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | No |
| 2. | 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) | MOSL –DRA, NYC Performance Task, | Double Dose Foundations, Direct Instruction and/or Guided Reading, CKLA, Project Read Small group instruction and projects | Small group, 1-to-1, | During the day, after school |
| Mathematics | NYC Performance Task, Unit Tests and School based Assessments | Envision, GO Math Small group instruction and projects | Small group, 1-to-1, | During the day |
| Science | School based Assessments, | Small group instruction and project-based | Small group | During the day |
| Social Studies | School based Assessments | Small group instruction and project-based | Small group | During the day |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | Behavior Skills Survey, Teacher Observations | Counseling, play therapy, conflict resolution, Socialization , Coping skills, character development | Small group, 1-to-1, | During the day |

10X207 School Information Sheet Key

| School Configuration (2014-15) | | | | |
|---|-------------|------------------|---|---|
| Grade Configuration | PK,0K,01,02 | Total Enrollment | 378 | SIG Recipient |
| | | | | N/A |
| Types and Number of English Language Learner Classes (2014-15) | | | | |
| # Transitional Bilingual | N/A | # Dual Language | N/A | # Self-Contained English as a Second Language |
| | | | | N/A |
| Types and Number of Special Education Classes (2014-15) | | | | |
| # Special Classes | N/A | # SETSS | N/A | # Integrated Collaborative Teaching |
| | | | | N/A |
| Types and Number of Special Classes (2014-15) | | | | |
| # Visual Arts | N/A | # Music | N/A | # Drama |
| | | | | N/A |
| # Foreign Language | N/A | # Dance | N/A | # CTE |
| | | | | N/A |
| School Composition (2013-14) | | | | |
| % Title I Population | | 78.4% | % Attendance Rate | 89.2% |
| % Free Lunch | | 81.5% | % Reduced Lunch | N/A |
| % Limited English Proficient | | 33.9% | % Students with Disabilities | 15.1% |
| Racial/Ethnic Origin (2013-14) | | | | |
| % American Indian or Alaska Native | | 0.5% | % Black or African American | 8.7% |
| % Hispanic or Latino | | 84.4% | % Asian or Native Hawaiian/Pacific Islander | 1.5% |
| % White | | 4.4% | % Multi-Racial | 0.5% |
| Personnel (2014-15) | | | | |
| Years Principal Assigned to School (2014-15) | | 11.34 | # of Assistant Principals (2014-15) | 1 |
| # of Deans (2014-15) | | N/A | # of Counselors/Social Workers (2014-15) | 2 |
| Personnel (2013-14) | | | | |
| % of Teachers with No Valid Teaching Certificate (2013-14) | | N/A | % Teaching Out of Certification (2013-14) | 1.7% |
| % Teaching with Fewer Than 3 Years of Experience (2013-14) | | 0.1% | Average Teacher Absences (2013-14) | 9.97 |
| Student Performance for Elementary and Middle Schools (2013-14) | | | | |
| ELA Performance at levels 3 & 4 | | N/A | Mathematics Performance at levels 3 & 4 | N/A |
| Science Performance at levels 3 & 4 (4th Grade) | | N/A | Science Performance at levels 3 & 4 (8th Grade) | N/A |
| Student Performance for High Schools (2012-13) | | | | |
| ELA Performance at levels 3 & 4 | | N/A | Mathematics Performance at levels 3 & 4 | N/A |
| Credit Accumulation High Schools Only (2013-14) | | | | |
| % of 1st year students who earned 10+ credits | | N/A | % of 2nd year students who earned 10+ credits | N/A |
| % of 3rd year students who earned 10+ credits | | N/A | 4 Year Graduation Rate | N/A |
| 6 Year Graduation Rate | | N/A | | |
| Overall NYSED Accountability Status (2014-15) | | | | |
| Reward | | | Recognition | |
| In Good Standing | | X | Local Assistance Plan | |
| Focus District | | N/A | Focus School Identified by a Focus District | |
| Priority School | | | | |
| Accountability Status – Elementary and Middle Schools | | | | |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | | |
| American Indian or Alaska Native | | N/A | Black or African American | N/A |
| Hispanic or Latino | | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White | | N/A | Multi-Racial | N/A |
| Students with Disabilities | | N/A | Limited English Proficient | N/A |
| Economically Disadvantaged | | N/A | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | | |
| American Indian or Alaska Native | | N/A | Black or African American | N/A |
| Hispanic or Latino | | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White | | N/A | Multi-Racial | N/A |
| Students with Disabilities | | N/A | Limited English Proficient | N/A |
| Economically Disadvantaged | | N/A | | |
| Met Adequate Yearly Progress (AYP) in Science (2012-13) | | | | |
| American Indian or Alaska Native | | N/A | Black or African American | N/A |
| Hispanic or Latino | | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White | | N/A | Multi-Racial | N/A |
| Students with Disabilities | | N/A | Limited English Proficient | N/A |
| Economically Disadvantaged | | N/A | | |
| Accountability Status – High Schools | | | | |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | | |
| American Indian or Alaska Native | | N/A | Black or African American | N/A |
| Hispanic or Latino | | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White | | N/A | Multi-Racial | N/A |
| Students with Disabilities | | N/A | Limited English Proficient | N/A |
| Economically Disadvantaged | | N/A | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | | |
| American Indian or Alaska Native | | N/A | Black or African American | N/A |
| Hispanic or Latino | | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White | | N/A | Multi-Racial | N/A |
| Students with Disabilities | | N/A | Limited English Proficient | N/A |
| Economically Disadvantaged | | N/A | | |
| Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13) | | | | |
| American Indian or Alaska Native | | N/A | Black or African American | N/A |
| Hispanic or Latino | | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White | | N/A | Multi-Racial | N/A |
| Students with Disabilities | | N/A | Limited English Proficient | N/A |
| Economically Disadvantaged | | N/A | | |

10X207 School Information Sheet Key

| School Configuration (2014-15) | | | | | |
|---|-------------|---|-----|---|-----|
| Grade Configuration | PK,0K,01,02 | Total Enrollment | 378 | SIG Recipient | N/A |
| Types and Number of English Language Learner Classes (2014-15) | | | | | |
| # Transitional Bilingual | N/A | # Dual Language | N/A | # Self-Contained English as a Second Language | N/A |
| Types and Number of Special Education Classes (2014-15) | | | | | |
| # Special Classes | N/A | # SETSS | N/A | # Integrated Collaborative Teaching | N/A |
| Types and Number of Special Classes (2014-15) | | | | | |
| # Visual Arts | N/A | # Music | N/A | # Drama | N/A |
| # Foreign Language | N/A | # Dance | N/A | # CTE | N/A |
| School Composition (2013-14) | | | | | |
| % Title I Population | 78.4% | % Attendance Rate | | 89.2% | |
| % Free Lunch | 81.5% | % Reduced Lunch | | N/A | |
| % Limited English Proficient | 33.9% | % Students with Disabilities | | 15.1% | |
| Racial/Ethnic Origin (2013-14) | | | | | |
| % American Indian or Alaska Native | 0.5% | % Black or African American | | 8.7% | |
| % Hispanic or Latino | 84.4% | % Asian or Native Hawaiian/Pacific Islander | | 1.5% | |
| % White | 4.4% | % Multi-Racial | | 0.5% | |
| Personnel (2014-15) | | | | | |
| Years Principal Assigned to School (2014-15) | 11.34 | # of Assistant Principals (2014-15) | | 1 | |
| # of Deans (2014-15) | N/A | # of Counselors/Social Workers (2014-15) | | 2 | |
| Personnel (2013-14) | | | | | |
| % of Teachers with No Valid Teaching Certificate (2013-14) | N/A | % Teaching Out of Certification (2013-14) | | 1.7% | |
| % Teaching with Fewer Than 3 Years of Experience (2013-14) | 0.1% | Average Teacher Absences (2013-14) | | 9.97 | |
| Student Performance for Elementary and Middle Schools (2013-14) | | | | | |
| ELA Performance at levels 3 & 4 | N/A | Mathematics Performance at levels 3 & 4 | | N/A | |
| Science Performance at levels 3 & 4 (4th Grade) | N/A | Science Performance at levels 3 & 4 (8th Grade) | | N/A | |
| Student Performance for High Schools (2012-13) | | | | | |
| ELA Performance at levels 3 & 4 | N/A | Mathematics Performance at levels 3 & 4 | | N/A | |
| Credit Accumulation High Schools Only (2013-14) | | | | | |
| % of 1st year students who earned 10+ credits | N/A | % of 2nd year students who earned 10+ credits | | N/A | |
| % of 3rd year students who earned 10+ credits | N/A | 4 Year Graduation Rate | | N/A | |
| 6 Year Graduation Rate | N/A | | | | |
| Overall NYSED Accountability Status (2014-15) | | | | | |
| Reward | | Recognition | | | |
| In Good Standing | X | Local Assistance Plan | | | |
| Focus District | N/A | Focus School Identified by a Focus District | | | |
| Priority School | | | | | |
| Accountability Status – Elementary and Middle Schools | | | | | |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A | |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | N/A | |
| White | N/A | Multi-Racial | | N/A | |
| Students with Disabilities | N/A | Limited English Proficient | | N/A | |
| Economically Disadvantaged | N/A | | | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A | |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | N/A | |
| White | N/A | Multi-Racial | | N/A | |
| Students with Disabilities | N/A | Limited English Proficient | | N/A | |
| Economically Disadvantaged | N/A | | | | |
| Met Adequate Yearly Progress (AYP) in Science (2012-13) | | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A | |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | N/A | |
| White | N/A | Multi-Racial | | N/A | |
| Students with Disabilities | N/A | Limited English Proficient | | N/A | |
| Economically Disadvantaged | N/A | | | | |
| Accountability Status – High Schools | | | | | |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A | |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | N/A | |
| White | N/A | Multi-Racial | | N/A | |
| Students with Disabilities | N/A | Limited English Proficient | | N/A | |
| Economically Disadvantaged | N/A | | | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A | |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | N/A | |
| White | N/A | Multi-Racial | | N/A | |
| Students with Disabilities | N/A | Limited English Proficient | | N/A | |
| Economically Disadvantaged | N/A | | | | |
| Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13) | | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A | |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | N/A | |
| White | N/A | Multi-Racial | | N/A | |
| Students with Disabilities | N/A | Limited English Proficient | | N/A | |
| Economically Disadvantaged | N/A | | | | |

10X207 School Information Sheet Key

| School Configuration (2014-15) | | | |
|---|-------------|---|---|
| Grade Configuration | PK,0K,01,02 | Total Enrollment | 378 SIG Recipient: N/A |
| Types and Number of English Language Learner Classes (2014-15) | | | |
| # Transitional Bilingual | N/A | # Dual Language | N/A # Self-Contained English as a Second Language: N/A |
| Types and Number of Special Education Classes (2014-15) | | | |
| # Special Classes | N/A | # SETSS | N/A # Integrated Collaborative Teaching: N/A |
| Types and Number of Special Classes (2014-15) | | | |
| # Visual Arts | N/A | # Music | N/A # Drama: N/A |
| # Foreign Language | N/A | # Dance | N/A # CTE: N/A |
| School Composition (2013-14) | | | |
| % Title I Population | 78.4% | % Attendance Rate | 89.2% |
| % Free Lunch | 81.5% | % Reduced Lunch | N/A |
| % Limited English Proficient | 33.9% | % Students with Disabilities | 15.1% |
| Racial/Ethnic Origin (2013-14) | | | |
| % American Indian or Alaska Native | 0.5% | % Black or African American | 8.7% |
| % Hispanic or Latino | 84.4% | % Asian or Native Hawaiian/Pacific Islander | 1.5% |
| % White | 4.4% | % Multi-Racial | 0.5% |
| Personnel (2014-15) | | | |
| Years Principal Assigned to School (2014-15) | 11.34 | # of Assistant Principals (2014-15) | 1 |
| # of Deans (2014-15) | N/A | # of Counselors/Social Workers (2014-15) | 2 |
| Personnel (2013-14) | | | |
| % of Teachers with No Valid Teaching Certificate (2013-14) | N/A | % Teaching Out of Certification (2013-14) | 1.7% |
| % Teaching with Fewer Than 3 Years of Experience (2013-14) | 0.1% | Average Teacher Absences (2013-14) | 9.97 |
| Student Performance for Elementary and Middle Schools (2013-14) | | | |
| ELA Performance at levels 3 & 4 | N/A | Mathematics Performance at levels 3 & 4 | N/A |
| Science Performance at levels 3 & 4 (4th Grade) | N/A | Science Performance at levels 3 & 4 (8th Grade) | N/A |
| Student Performance for High Schools (2012-13) | | | |
| ELA Performance at levels 3 & 4 | N/A | Mathematics Performance at levels 3 & 4 | N/A |
| Credit Accumulation High Schools Only (2013-14) | | | |
| % of 1st year students who earned 10+ credits | N/A | % of 2nd year students who earned 10+ credits | N/A |
| % of 3rd year students who earned 10+ credits | N/A | 4 Year Graduation Rate | N/A |
| 6 Year Graduation Rate | N/A | | |
| Overall NYSED Accountability Status (2014-15) | | | |
| Reward | | Recognition | |
| In Good Standing | X | Local Assistance Plan | |
| Focus District | N/A | Focus School Identified by a Focus District | |
| Priority School | | | |
| Accountability Status – Elementary and Middle Schools | | | |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | |
| American Indian or Alaska Native | N/A | Black or African American | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White | N/A | Multi-Racial | N/A |
| Students with Disabilities | N/A | Limited English Proficient | N/A |
| Economically Disadvantaged | N/A | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | |
| American Indian or Alaska Native | N/A | Black or African American | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White | N/A | Multi-Racial | N/A |
| Students with Disabilities | N/A | Limited English Proficient | N/A |
| Economically Disadvantaged | N/A | | |
| Met Adequate Yearly Progress (AYP) in Science (2012-13) | | | |
| American Indian or Alaska Native | N/A | Black or African American | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White | N/A | Multi-Racial | N/A |
| Students with Disabilities | N/A | Limited English Proficient | N/A |
| Economically Disadvantaged | N/A | | |
| Accountability Status – High Schools | | | |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | |
| American Indian or Alaska Native | N/A | Black or African American | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White | N/A | Multi-Racial | N/A |
| Students with Disabilities | N/A | Limited English Proficient | N/A |
| Economically Disadvantaged | N/A | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | |
| American Indian or Alaska Native | N/A | Black or African American | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White | N/A | Multi-Racial | N/A |
| Students with Disabilities | N/A | Limited English Proficient | N/A |
| Economically Disadvantaged | N/A | | |
| Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13) | | | |
| American Indian or Alaska Native | N/A | Black or African American | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White | N/A | Multi-Racial | N/A |
| Students with Disabilities | N/A | Limited English Proficient | N/A |
| Economically Disadvantaged | N/A | | |

10X207 School Information Sheet Key

| School Configuration (2014-15) | | | | |
|---|-------------|------------------|---|---|
| Grade Configuration | PK,0K,01,02 | Total Enrollment | 378 | SIG Recipient |
| | | | | N/A |
| Types and Number of English Language Learner Classes (2014-15) | | | | |
| # Transitional Bilingual | N/A | # Dual Language | N/A | # Self-Contained English as a Second Language |
| | | | | N/A |
| Types and Number of Special Education Classes (2014-15) | | | | |
| # Special Classes | N/A | # SETSS | N/A | # Integrated Collaborative Teaching |
| | | | | N/A |
| Types and Number of Special Classes (2014-15) | | | | |
| # Visual Arts | N/A | # Music | N/A | # Drama |
| | | | | N/A |
| # Foreign Language | N/A | # Dance | N/A | # CTE |
| | | | | N/A |
| School Composition (2013-14) | | | | |
| % Title I Population | | 78.4% | % Attendance Rate | 89.2% |
| % Free Lunch | | 81.5% | % Reduced Lunch | N/A |
| % Limited English Proficient | | 33.9% | % Students with Disabilities | 15.1% |
| Racial/Ethnic Origin (2013-14) | | | | |
| % American Indian or Alaska Native | | 0.5% | % Black or African American | 8.7% |
| % Hispanic or Latino | | 84.4% | % Asian or Native Hawaiian/Pacific Islander | 1.5% |
| % White | | 4.4% | % Multi-Racial | 0.5% |
| Personnel (2014-15) | | | | |
| Years Principal Assigned to School (2014-15) | | 11.34 | # of Assistant Principals (2014-15) | 1 |
| # of Deans (2014-15) | | N/A | # of Counselors/Social Workers (2014-15) | 2 |
| Personnel (2013-14) | | | | |
| % of Teachers with No Valid Teaching Certificate (2013-14) | | N/A | % Teaching Out of Certification (2013-14) | 1.7% |
| % Teaching with Fewer Than 3 Years of Experience (2013-14) | | 0.1% | Average Teacher Absences (2013-14) | 9.97 |
| Student Performance for Elementary and Middle Schools (2013-14) | | | | |
| ELA Performance at levels 3 & 4 | | N/A | Mathematics Performance at levels 3 & 4 | N/A |
| Science Performance at levels 3 & 4 (4th Grade) | | N/A | Science Performance at levels 3 & 4 (8th Grade) | N/A |
| Student Performance for High Schools (2012-13) | | | | |
| ELA Performance at levels 3 & 4 | | N/A | Mathematics Performance at levels 3 & 4 | N/A |
| Credit Accumulation High Schools Only (2013-14) | | | | |
| % of 1st year students who earned 10+ credits | | N/A | % of 2nd year students who earned 10+ credits | N/A |
| % of 3rd year students who earned 10+ credits | | N/A | 4 Year Graduation Rate | N/A |
| 6 Year Graduation Rate | | N/A | | |
| Overall NYSED Accountability Status (2014-15) | | | | |
| Reward | | | Recognition | |
| In Good Standing | | X | Local Assistance Plan | |
| Focus District | | N/A | Focus School Identified by a Focus District | |
| Priority School | | | | |
| Accountability Status – Elementary and Middle Schools | | | | |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | | |
| American Indian or Alaska Native | | N/A | Black or African American | N/A |
| Hispanic or Latino | | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White | | N/A | Multi-Racial | N/A |
| Students with Disabilities | | N/A | Limited English Proficient | N/A |
| Economically Disadvantaged | | N/A | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | | |
| American Indian or Alaska Native | | N/A | Black or African American | N/A |
| Hispanic or Latino | | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White | | N/A | Multi-Racial | N/A |
| Students with Disabilities | | N/A | Limited English Proficient | N/A |
| Economically Disadvantaged | | N/A | | |
| Met Adequate Yearly Progress (AYP) in Science (2012-13) | | | | |
| American Indian or Alaska Native | | N/A | Black or African American | N/A |
| Hispanic or Latino | | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White | | N/A | Multi-Racial | N/A |
| Students with Disabilities | | N/A | Limited English Proficient | N/A |
| Economically Disadvantaged | | N/A | | |
| Accountability Status – High Schools | | | | |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | | |
| American Indian or Alaska Native | | N/A | Black or African American | N/A |
| Hispanic or Latino | | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White | | N/A | Multi-Racial | N/A |
| Students with Disabilities | | N/A | Limited English Proficient | N/A |
| Economically Disadvantaged | | N/A | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | | |
| American Indian or Alaska Native | | N/A | Black or African American | N/A |
| Hispanic or Latino | | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White | | N/A | Multi-Racial | N/A |
| Students with Disabilities | | N/A | Limited English Proficient | N/A |
| Economically Disadvantaged | | N/A | | |
| Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13) | | | | |
| American Indian or Alaska Native | | N/A | Black or African American | N/A |
| Hispanic or Latino | | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White | | N/A | Multi-Racial | N/A |
| Students with Disabilities | | N/A | Limited English Proficient | N/A |
| Economically Disadvantaged | | N/A | | |

10X207 School Information Sheet Key

| School Configuration (2014-15) | | | | | |
|---|-------------|---|-----|---|-----|
| Grade Configuration | PK,0K,01,02 | Total Enrollment | 378 | SIG Recipient | N/A |
| Types and Number of English Language Learner Classes (2014-15) | | | | | |
| # Transitional Bilingual | N/A | # Dual Language | N/A | # Self-Contained English as a Second Language | N/A |
| Types and Number of Special Education Classes (2014-15) | | | | | |
| # Special Classes | N/A | # SETSS | N/A | # Integrated Collaborative Teaching | N/A |
| Types and Number of Special Classes (2014-15) | | | | | |
| # Visual Arts | N/A | # Music | N/A | # Drama | N/A |
| # Foreign Language | N/A | # Dance | N/A | # CTE | N/A |
| School Composition (2013-14) | | | | | |
| % Title I Population | 78.4% | % Attendance Rate | | 89.2% | |
| % Free Lunch | 81.5% | % Reduced Lunch | | N/A | |
| % Limited English Proficient | 33.9% | % Students with Disabilities | | 15.1% | |
| Racial/Ethnic Origin (2013-14) | | | | | |
| % American Indian or Alaska Native | 0.5% | % Black or African American | | 8.7% | |
| % Hispanic or Latino | 84.4% | % Asian or Native Hawaiian/Pacific Islander | | 1.5% | |
| % White | 4.4% | % Multi-Racial | | 0.5% | |
| Personnel (2014-15) | | | | | |
| Years Principal Assigned to School (2014-15) | 11.34 | # of Assistant Principals (2014-15) | | 1 | |
| # of Deans (2014-15) | N/A | # of Counselors/Social Workers (2014-15) | | 2 | |
| Personnel (2013-14) | | | | | |
| % of Teachers with No Valid Teaching Certificate (2013-14) | N/A | % Teaching Out of Certification (2013-14) | | 1.7% | |
| % Teaching with Fewer Than 3 Years of Experience (2013-14) | 0.1% | Average Teacher Absences (2013-14) | | 9.97 | |
| Student Performance for Elementary and Middle Schools (2013-14) | | | | | |
| ELA Performance at levels 3 & 4 | N/A | Mathematics Performance at levels 3 & 4 | | N/A | |
| Science Performance at levels 3 & 4 (4th Grade) | N/A | Science Performance at levels 3 & 4 (8th Grade) | | N/A | |
| Student Performance for High Schools (2012-13) | | | | | |
| ELA Performance at levels 3 & 4 | N/A | Mathematics Performance at levels 3 & 4 | | N/A | |
| Credit Accumulation High Schools Only (2013-14) | | | | | |
| % of 1st year students who earned 10+ credits | N/A | % of 2nd year students who earned 10+ credits | | N/A | |
| % of 3rd year students who earned 10+ credits | N/A | 4 Year Graduation Rate | | N/A | |
| 6 Year Graduation Rate | N/A | | | | |
| Overall NYSED Accountability Status (2014-15) | | | | | |
| Reward | | Recognition | | | |
| In Good Standing | X | Local Assistance Plan | | | |
| Focus District | N/A | Focus School Identified by a Focus District | | | |
| Priority School | | | | | |
| Accountability Status – Elementary and Middle Schools | | | | | |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A | |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | N/A | |
| White | N/A | Multi-Racial | | N/A | |
| Students with Disabilities | N/A | Limited English Proficient | | N/A | |
| Economically Disadvantaged | N/A | | | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A | |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | N/A | |
| White | N/A | Multi-Racial | | N/A | |
| Students with Disabilities | N/A | Limited English Proficient | | N/A | |
| Economically Disadvantaged | N/A | | | | |
| Met Adequate Yearly Progress (AYP) in Science (2012-13) | | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A | |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | N/A | |
| White | N/A | Multi-Racial | | N/A | |
| Students with Disabilities | N/A | Limited English Proficient | | N/A | |
| Economically Disadvantaged | N/A | | | | |
| Accountability Status – High Schools | | | | | |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A | |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | N/A | |
| White | N/A | Multi-Racial | | N/A | |
| Students with Disabilities | N/A | Limited English Proficient | | N/A | |
| Economically Disadvantaged | N/A | | | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A | |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | N/A | |
| White | N/A | Multi-Racial | | N/A | |
| Students with Disabilities | N/A | Limited English Proficient | | N/A | |
| Economically Disadvantaged | N/A | | | | |
| Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13) | | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A | |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | N/A | |
| White | N/A | Multi-Racial | | N/A | |
| Students with Disabilities | N/A | Limited English Proficient | | N/A | |
| Economically Disadvantaged | N/A | | | | |

10X207 School Information Sheet Key

| School Configuration (2014-15) | | | | |
|---|-------------|------------------|---|---|
| Grade Configuration | PK,0K,01,02 | Total Enrollment | 378 | SIG Recipient |
| | | | | N/A |
| Types and Number of English Language Learner Classes (2014-15) | | | | |
| # Transitional Bilingual | N/A | # Dual Language | N/A | # Self-Contained English as a Second Language |
| | | | | N/A |
| Types and Number of Special Education Classes (2014-15) | | | | |
| # Special Classes | N/A | # SETSS | N/A | # Integrated Collaborative Teaching |
| | | | | N/A |
| Types and Number of Special Classes (2014-15) | | | | |
| # Visual Arts | N/A | # Music | N/A | # Drama |
| | | | | N/A |
| # Foreign Language | N/A | # Dance | N/A | # CTE |
| | | | | N/A |
| School Composition (2013-14) | | | | |
| % Title I Population | | 78.4% | % Attendance Rate | 89.2% |
| % Free Lunch | | 81.5% | % Reduced Lunch | N/A |
| % Limited English Proficient | | 33.9% | % Students with Disabilities | 15.1% |
| Racial/Ethnic Origin (2013-14) | | | | |
| % American Indian or Alaska Native | | 0.5% | % Black or African American | 8.7% |
| % Hispanic or Latino | | 84.4% | % Asian or Native Hawaiian/Pacific Islander | 1.5% |
| % White | | 4.4% | % Multi-Racial | 0.5% |
| Personnel (2014-15) | | | | |
| Years Principal Assigned to School (2014-15) | | 11.34 | # of Assistant Principals (2014-15) | 1 |
| # of Deans (2014-15) | | N/A | # of Counselors/Social Workers (2014-15) | 2 |
| Personnel (2013-14) | | | | |
| % of Teachers with No Valid Teaching Certificate (2013-14) | | N/A | % Teaching Out of Certification (2013-14) | 1.7% |
| % Teaching with Fewer Than 3 Years of Experience (2013-14) | | 0.1% | Average Teacher Absences (2013-14) | 9.97 |
| Student Performance for Elementary and Middle Schools (2013-14) | | | | |
| ELA Performance at levels 3 & 4 | | N/A | Mathematics Performance at levels 3 & 4 | N/A |
| Science Performance at levels 3 & 4 (4th Grade) | | N/A | Science Performance at levels 3 & 4 (8th Grade) | N/A |
| Student Performance for High Schools (2012-13) | | | | |
| ELA Performance at levels 3 & 4 | | N/A | Mathematics Performance at levels 3 & 4 | N/A |
| Credit Accumulation High Schools Only (2013-14) | | | | |
| % of 1st year students who earned 10+ credits | | N/A | % of 2nd year students who earned 10+ credits | N/A |
| % of 3rd year students who earned 10+ credits | | N/A | 4 Year Graduation Rate | N/A |
| 6 Year Graduation Rate | | N/A | | |
| Overall NYSED Accountability Status (2014-15) | | | | |
| Reward | | | Recognition | |
| In Good Standing | | X | Local Assistance Plan | |
| Focus District | | N/A | Focus School Identified by a Focus District | |
| Priority School | | | | |
| Accountability Status – Elementary and Middle Schools | | | | |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | | |
| American Indian or Alaska Native | | N/A | Black or African American | N/A |
| Hispanic or Latino | | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White | | N/A | Multi-Racial | N/A |
| Students with Disabilities | | N/A | Limited English Proficient | N/A |
| Economically Disadvantaged | | N/A | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | | |
| American Indian or Alaska Native | | N/A | Black or African American | N/A |
| Hispanic or Latino | | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White | | N/A | Multi-Racial | N/A |
| Students with Disabilities | | N/A | Limited English Proficient | N/A |
| Economically Disadvantaged | | N/A | | |
| Met Adequate Yearly Progress (AYP) in Science (2012-13) | | | | |
| American Indian or Alaska Native | | N/A | Black or African American | N/A |
| Hispanic or Latino | | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White | | N/A | Multi-Racial | N/A |
| Students with Disabilities | | N/A | Limited English Proficient | N/A |
| Economically Disadvantaged | | N/A | | |
| Accountability Status – High Schools | | | | |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | | |
| American Indian or Alaska Native | | N/A | Black or African American | N/A |
| Hispanic or Latino | | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White | | N/A | Multi-Racial | N/A |
| Students with Disabilities | | N/A | Limited English Proficient | N/A |
| Economically Disadvantaged | | N/A | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | | |
| American Indian or Alaska Native | | N/A | Black or African American | N/A |
| Hispanic or Latino | | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White | | N/A | Multi-Racial | N/A |
| Students with Disabilities | | N/A | Limited English Proficient | N/A |
| Economically Disadvantaged | | N/A | | |
| Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13) | | | | |
| American Indian or Alaska Native | | N/A | Black or African American | N/A |
| Hispanic or Latino | | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White | | N/A | Multi-Racial | N/A |
| Students with Disabilities | | N/A | Limited English Proficient | N/A |
| Economically Disadvantaged | | N/A | | |

10X207 School Information Sheet Key

| School Configuration (2014-15) | | | | |
|---|-------------|------------------|---|---|
| Grade Configuration | PK,0K,01,02 | Total Enrollment | 378 | SIG Recipient |
| | | | | N/A |
| Types and Number of English Language Learner Classes (2014-15) | | | | |
| # Transitional Bilingual | N/A | # Dual Language | N/A | # Self-Contained English as a Second Language |
| | | | | N/A |
| Types and Number of Special Education Classes (2014-15) | | | | |
| # Special Classes | N/A | # SETSS | N/A | # Integrated Collaborative Teaching |
| | | | | N/A |
| Types and Number of Special Classes (2014-15) | | | | |
| # Visual Arts | N/A | # Music | N/A | # Drama |
| | | | | N/A |
| # Foreign Language | N/A | # Dance | N/A | # CTE |
| | | | | N/A |
| School Composition (2013-14) | | | | |
| % Title I Population | | 78.4% | % Attendance Rate | 89.2% |
| % Free Lunch | | 81.5% | % Reduced Lunch | N/A |
| % Limited English Proficient | | 33.9% | % Students with Disabilities | 15.1% |
| Racial/Ethnic Origin (2013-14) | | | | |
| % American Indian or Alaska Native | | 0.5% | % Black or African American | 8.7% |
| % Hispanic or Latino | | 84.4% | % Asian or Native Hawaiian/Pacific Islander | 1.5% |
| % White | | 4.4% | % Multi-Racial | 0.5% |
| Personnel (2014-15) | | | | |
| Years Principal Assigned to School (2014-15) | | 11.34 | # of Assistant Principals (2014-15) | 1 |
| # of Deans (2014-15) | | N/A | # of Counselors/Social Workers (2014-15) | 2 |
| Personnel (2013-14) | | | | |
| % of Teachers with No Valid Teaching Certificate (2013-14) | | N/A | % Teaching Out of Certification (2013-14) | 1.7% |
| % Teaching with Fewer Than 3 Years of Experience (2013-14) | | 0.1% | Average Teacher Absences (2013-14) | 9.97 |
| Student Performance for Elementary and Middle Schools (2013-14) | | | | |
| ELA Performance at levels 3 & 4 | | N/A | Mathematics Performance at levels 3 & 4 | N/A |
| Science Performance at levels 3 & 4 (4th Grade) | | N/A | Science Performance at levels 3 & 4 (8th Grade) | N/A |
| Student Performance for High Schools (2012-13) | | | | |
| ELA Performance at levels 3 & 4 | | N/A | Mathematics Performance at levels 3 & 4 | N/A |
| Credit Accumulation High Schools Only (2013-14) | | | | |
| % of 1st year students who earned 10+ credits | | N/A | % of 2nd year students who earned 10+ credits | N/A |
| % of 3rd year students who earned 10+ credits | | N/A | 4 Year Graduation Rate | N/A |
| 6 Year Graduation Rate | | N/A | | |
| Overall NYSED Accountability Status (2014-15) | | | | |
| Reward | | | Recognition | |
| In Good Standing | | X | Local Assistance Plan | |
| Focus District | | N/A | Focus School Identified by a Focus District | |
| Priority School | | | | |
| Accountability Status – Elementary and Middle Schools | | | | |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | | |
| American Indian or Alaska Native | | N/A | Black or African American | N/A |
| Hispanic or Latino | | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White | | N/A | Multi-Racial | N/A |
| Students with Disabilities | | N/A | Limited English Proficient | N/A |
| Economically Disadvantaged | | N/A | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | | |
| American Indian or Alaska Native | | N/A | Black or African American | N/A |
| Hispanic or Latino | | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White | | N/A | Multi-Racial | N/A |
| Students with Disabilities | | N/A | Limited English Proficient | N/A |
| Economically Disadvantaged | | N/A | | |
| Met Adequate Yearly Progress (AYP) in Science (2012-13) | | | | |
| American Indian or Alaska Native | | N/A | Black or African American | N/A |
| Hispanic or Latino | | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White | | N/A | Multi-Racial | N/A |
| Students with Disabilities | | N/A | Limited English Proficient | N/A |
| Economically Disadvantaged | | N/A | | |
| Accountability Status – High Schools | | | | |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | | |
| American Indian or Alaska Native | | N/A | Black or African American | N/A |
| Hispanic or Latino | | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White | | N/A | Multi-Racial | N/A |
| Students with Disabilities | | N/A | Limited English Proficient | N/A |
| Economically Disadvantaged | | N/A | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | | |
| American Indian or Alaska Native | | N/A | Black or African American | N/A |
| Hispanic or Latino | | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White | | N/A | Multi-Racial | N/A |
| Students with Disabilities | | N/A | Limited English Proficient | N/A |
| Economically Disadvantaged | | N/A | | |
| Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13) | | | | |
| American Indian or Alaska Native | | N/A | Black or African American | N/A |
| Hispanic or Latino | | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White | | N/A | Multi-Racial | N/A |
| Students with Disabilities | | N/A | Limited English Proficient | N/A |
| Economically Disadvantaged | | N/A | | |

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

| | | | |
|--|---------------------------------|--|---|
| Indicate with an "X" your school's Title I Status. | | | |
| X | Schoolwide Program (SWP) | | Targeted Assistance (TA) Schools |
| | | | Non-Title I |

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

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). |
| <p>Promote and facilitate CCLS aligned student work that reflects the implementation of current system-wide reform initiatives.</p> <p>Integrate professional development for monolingual and bilingual/ESL staff into the ongoing instructional activities of the school, for example, through multidisciplinary planning, common preparation periods, and locally designed professional support.</p> <p>Involve parents in their children's education through greater collaboration with teachers and other school staff, and increased engagement in the school's education program.</p> |

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.).

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

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.

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

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 (SCEP) 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 | \$292,278 | x | Pp. 15,18- 19,22,26,30 |
| Title I School Improvement 1003(a) | Federal | \$16,961 | x | Pp. 15,18- 19,22,26,30 |
| Title I Priority and Focus School Improvement Funds | Federal | \$70,578 | x | Pp. 15,18- 19,22,26,30 |
| Title II, Part A | Federal | \$232,717 | x | Pp. 15,18- 19,22,26,30 |

| | | | | |
|----------------------|---------|--------------|---|-----------------------|
| Title III, Part A | Federal | \$14,912 | x | Pp. 15,18-19,22,26,30 |
| Title III, Immigrant | Federal | \$1,462 | x | Pg. 30 |
| Tax Levy (FSF) | Local | \$18,092,247 | x | Pp. 15,18-19,22,26,30 |

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:

1. 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.
2. 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:

3. **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).
4. **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.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **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.
7. **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.

8. **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:

9. **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.
10. **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.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **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 9: 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 SCEP 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.

PS 207 Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **PS 207**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **PS 207** will support parents and families of Title I students by:

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

The 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. The 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 the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the

school's Title I program. This information will be maintained by the school.

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;

- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

PS 207 School-Parent Compact (SPC) Template

PS 207, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;

- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

Part I: School ELL Profile

A. School Information [i](#)

| | | |
|---------------------------|----------------------|--------------------------|
| District 10 | Borough Bronx | School Number 207 |
| School Name PS 207 | | |

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 Maria J Rosado | Assistant Principal Leigh Betancourt |
| Coach Diane Carrero, Literacy | Coach Janet Parry, Mathematics |
| ESL Teacher Jong Pressey | Guidance Counselor Ruth Torres, Social Worker |
| Teacher/Subject Area Alexandra Kravitz, Data | Parent type here |
| Teacher/Subject Area Maria Garcia, K/1 Bil. Sp. Ed | Parent Coordinator Alexander Rodriguez |
| Related Service Provider Carmen Arias, BilingualSpeech | 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. | 3 | Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program | 0 | Number of teachers who hold both content area and ESL certification | 0 |
| Number of certified bilingual teachers currently teaching in a bilingual program | 4 | Number of certified NLA/foreign language teachers | 0 | 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 | 0 | 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) | 391 | Total number of ELLs | 133 | ELLs as share of total student population (%) | 34.02% |
|--|------------|----------------------|------------|---|---------------|

Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [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 | 65 | 0 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 65 |
| Dual Language | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| ESL | 69 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 69 |

| 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 | 134 | 0 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 134 |
| Number of ELLs who have an alternate placement paraprofessional: <u>0</u> | | | | | | | | | | |

C. Home Language Breakdown and ELL Programs

| Transitional Bilingual Education | | | | | | | | | | | | | | |
|--|-----------|-----------|-----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | | | | |
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Spanish | 25 | 23 | 22 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 70 |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| TOTAL | 25 | 23 | 22 | 0 | 70 |

*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 |
| SELECT ONE | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| SELECT ONE | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| SELECT ONE | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| TOTAL | 0 |

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|----------|-----------|-----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|
| Spanish | 3 | 10 | 22 | | | | | | | | | | | 35 |
| Chinese | 1 | 0 | 0 | | | | | | | | | | | 1 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | 4 | 5 | 0 | | | | | | | | | | | 9 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | 1 | | | | | | | | | | | | | 1 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | 0 | | | | | | | | | | | | | 0 |
| Other | | | | | | | | | | | | | | 0 |
| TOTAL | 9 | 15 | 22 | 0 | 46 |

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|-----------------|-----------|-----------|-----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|------------|
| Beginner(B) | 17 | 12 | 6 | | | | | | | | | | | 35 |
| Intermediate(I) | 4 | 19 | 21 | | | | | | | | | | | 44 |
| Advanced (A) | 31 | 6 | 16 | | | | | | | | | | | 53 |
| Total | 52 | 37 | 43 | 0 | 132 |

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 | | | | | | | | | | | | | |
| READING/ WRITING | B | | | | | | | | | | | | | |
| | I | | | | | | | | | | | | | |
| | A | | | | | | | | | | | | | |
| | P | | | | | | | | | | | | | |

NYS ELA

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

NYS Math

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

NYS Science

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

| 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 | 0 | 0 | 0 | 0 |
| Integrated Algebra | 0 | 0 | 0 | 0 |
| Geometry | 0 | 0 | 0 | 0 |
| Algebra 2/Trigonometry | 0 | 0 | 0 | 0 |
| Math 0 | 0 | 0 | 0 | 0 |
| Biology | 0 | 0 | 0 | 0 |
| Chemistry | 0 | 0 | 0 | 0 |
| Earth Science | 0 | 0 | 0 | 0 |
| Living Environment | 0 | 0 | 0 | 0 |
| Physics | 0 | 0 | 0 | 0 |
| Global History and | 0 | 0 | 0 | 0 |
| Geography | 0 | 0 | 0 | 0 |
| US History and | 0 | 0 | 0 | 0 |
| Foreign Language | 0 | 0 | 0 | 0 |
| Government | 0 | 0 | 0 | 0 |
| Other 0 | 0 | 0 | 0 | 0 |
| Other 0 | 0 | 0 | 0 | 0 |
| NYSAA ELA | 0 | 0 | 0 | 0 |
| NYSAA Mathematics | 0 | 0 | 0 | 0 |
| NYSAA Social Studies | 0 | 0 | 0 | 0 |
| NYSAA Science | 0 | 0 | 0 | 0 |

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
 1.Early Literacy Skills are measured via ELSOL, ECLAS2, EPAL, Mondo assessments in Kindergarten, Estrellita in Bilingual classes, EDL and DRA2. Based on the results of the data, English Language Learner's as well as monolingual students still struggle with the vocabulary development and higher level comprehension skills. The information helps us in the revision of the curriculum calendars and

in planning differentiated instruction that will meet the students' needs, consider learning styles in the delivery of instruction in the classroom as well as design activities that scaffold students' learning to provide additional supports and promote rigor to extend their learning.

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

see response #3

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

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

4. For each program, answer the following:

- a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

a. When reviewing results of the DRA and EDL, the pattern has been that as students make significant improvement in the EDL, progression in DRA is evident. Initially, especially for students in Kindergarten Bilingual children do not fare well in tests taken in English as compared to native language testing. As the student becomes more proficient in their native language there is a marked improvement in English language assessments as well. DRA results may take a longer period to show improvement, thus making the support to move them along the continuum all the more crucial. Based on past trends, students who have been in our program more than one year show significant gains in Listening and Speaking, (BICS) as they become stronger and progress in reading. There is a gradual increase as seen in Early Literacy assessments.

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

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

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

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

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

When monitoring student progress, the assessments (administered in both languages for bilinguals), teachers' observations and classwork are taken into consideration to see the students' growth or lack of growth and plan instruction accordingly. Content area

teachers use paralinguistics, visuals and hands on instruction to support students english language skills. They provide ample opportunities for students to use expressive and receptive language. Inquiry based, project based learning and the workshop model allow students to develop their BICS and CALP while applying the skills, concepts or strategies during instructional time. The school makes sure that ELL students are provided with Native Language support in the bilingual programs as well as providing L2 instruction. ESL students in monolingual classrooms are measured based on the outcome of the language objectives as well as the ESL teacher's input. These become essential components in determining the support that the child should be provided to facilitate development of their second language. Both bilingual and ESL students language development is closely monitored through assessment results to determine correlations and patterns which impact the revision of pedagogy and/or curriculum maps.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the second (target) language?
- b. What is the level of language proficiency in the second (target) language for EPs?
- c. How are EPs performing on State and City Assessments?

N/A -We do not currently offer a Dual-Language Program.

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

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

Part IV: ELL Identification Process

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

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

- entitlement letter if they are new to the New York City public school system and are classified as ELLs or a continued entitlement letter each year. All documents are updated in child's cumulative record folder yearly.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
- The ESL teacher is responsible for planning and organizing the Kindergarten Parents' Orientation. In addition, parents of any child that has come to our school as a first time NYCDOE registrant in grades 1 and 2 are invited to a Parent Orientation as well to inform them about their program choices. Informational letters outlining this process are sent in the native languages based on demographic information. We make arrangements for the parents to come to the orientation to explain their child's rights with respect to the program and the purpose of the orientation. We provide the necessary translators to make sure they understand what program they are signing up for and to answer any questions they may have. Once they are identified as an ELL student from the RLAT and RNMR reports generated from ATS, parents of those students will receive notice of the continuum of service of ESL or Bilingual/ESL while attending our school or until the student has tested out from the NYSESLAT. Parents of children who test out will receive Non-Entitlement Letters or Non Entitlement Transitional Letters.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
- Parents are invited to view the video which highlights the programs available for ELLs. There is also a period of questions and answers to ensure parent's understand the options being offered to them for their children.
- After viewing the video which explains all of the program choices in their native language, the parents will fill out and sign the Parent Survey and Choice form in their native language. These forms are filled out on site to ensure that there is proper documentation on file for every English Language Learner.
- Parents are contacted via U.S. mail by the school and also through phone calls by bilingual staff to set up appointments that accommodate their schedules so this process can be expedited. Once the process is completed of viewing the video and after all questions and answer are addressed, forms are given to the parents. These forms upon completion are secured and kept on file. The child is placed in a TBE or a monolingual class with ESL services, according to the choice of program the parent has opted for. If parents do not choose an ELL program, the default is bilingual education. However, we do everything possible to accommodate parental request and keep a file of parents names and their requests. We communicate to them that if other options ever open we will inform them immediately.
- NYSESLAT scores will indicate what level the student is at and whether he/she is a beginner, intermediate, transitional or advanced ELL. These scores are then converted into a scale score using the NYSESLAT raw score conversion chart to see whether they need additional support in the Listening, Speaking, Reading or Writing components.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
- Once the parent has made their choice as to which program they want for their child, students are placed in their respective classes for the school year, either a Bilingual class or a monolingual class with ESL services. During parent orientation after parents view the video that explains all of their options they are allowed to make their choice and fill out the Parent Choice Form. Once this is filled out, the parent will receive a placement letter and an entitlement letter on the spot if they are new to the NYC public school system. If the child passed the LAB-R, the parent will receive a Non-Entitlement letter via student backpack, a formal appointment with Ms. Pressey and lastly, U.S. mail return receipt requested if all else fails. Parents of ELL students who took the NYSESLAT exam will receive a letter stating what their child scored and whether they will receive ESL or Bilingual/ESL service or not based on their test score. ELL students who are placed in the monolingual class at parental request will also receive a letter indicating that these students will receive ESL services by Mrs. Pressey, ESL teacher. Students who are in the Bilingual classes will continue in the TBE class. All documents are checked off on a master list for that child as they are returned. All original documents for that child are placed in the child's cumulative record folder and a copy is kept in a binder filed by class in the Assistant Principal's office.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
- Our school reviews the NYSESLAT Manual from NYSED in order to review testing protocol and procedures. We then sit with the Principal to schedule test administration days, one day per strand in addition to make up days for absent students. We also designate the days the gridding team will be working as well. The ESL Test Coordinator also attends a professional development session on test administration and turnkeys to the teachers testing in addition to proctors and the scoring committee. Once the dates have been designated, letters are sent home to all families of students testing to ensure they are aware of the testing dates. Parents are also invited to attend a workshop in our school to help them in preparing their children for NYSESLAT Testing. Scheduling of all students that will be testing and testing accommodations as per IEP's are strictly adhered to. Once materials arrive they are counted and locked up in a secure location. The first portion of the test, the speaking portion is administered as per the assigned NYSED

testing window. Teachers do not test the students they service and a schedule is created and adhered to in order to ensure all regulations are followed. Two weeks prior to testing, a memorandum is sent out regarding classroom preparation detailing the covering of walls and book shelves, arrangement of furniture, the use of dividers on student desks, etc. Once testing has been completed, absent students are allowed to make-up the tests during designated days. If there are students that are still absent from school during make up days, ATS verification is included with that students grids to corroborate their absence.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
- Over the last two years, the program choice has been higher for Bilingual Education. This year however, about 26 parents of new students chose ESL and about 35 parents of new students chose Bilingual classes. Our program models are aligned with parent requests. Should a need arise, we will work closely with the parent to accommodate the parent's choice. Parental choice is honored 100% of the time. In addition, we have a file set up with names of parents and children who would have preferred a different choice. In the event that we can accommodate them at some point in the future, they will be notified.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
- 1A) There are three bilingual, general education classes and one bilingual special education class. We have an ESL push-in and pull out program for ELL students in grades K-2.
- The mandated number of instructional minutes is prescribed homogeneously based on proficiency levels. Beginning and intermediate students receive 360 minutes weekly of ESL instruction and Transitional and Advanced students receive 180 minutes weekly using ESL methodologies such as (CALLA and TPR) and differentiated instruction. Lessons are differentiated according to product, process or content as well as students' readiness levels, interests, and learning preferences. Differentiation would touch upon one or all of the following modalities: kinesthetic, tactile, auditory or visual learning styles via classroom activities designed to meet their needs. In planning lessons, varying background knowledge, environment, materials,

method of presentation, student practice and evaluation are tailored to the differing abilities within each classroom.

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

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

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

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

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?

a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

a. As stated earlier, the teacher's posted schedule indicates the instructional minutes allotted for every period. Subject area is indicated on the schedule as well. In the TBE bilingual classes, the schedule indicates the language of instruction for each subject area and the time frame for each period. In the monolingual classes with ELL students, the ESL periods are indicated based on the entitled instructional minutes for ESL. In the Bilingual classes, we allocated 5 periods for native language instruction (NLA) during the literacy block, starting in Kindergarten and reducing the literacy block to two periods a week by grade two. The other periods of the literacy block during the week are in English (ELA). As in the Monolingual classrooms, the components of the literacy block are followed. Those components may include: (1) Independent Reading: Students read a book at their independent level and the teacher confers with students during this time. (2) Interactive Writing: Teachers and children compose messages using a "shared pen" technique that involves children in the writing. (3) Shared Reading / Read Aloud: The teacher chooses a text, usually grade level or one grade higher, and reads the text aloud to the class. The teacher models fluent reading behavior, and the skills, strategies and habits of good readers. (4) Guided Reading: The teacher leads small group instruction based on assessment results.

Classroom Libraries consist of children's literature, including fiction, poetry and non-fiction books that appeal to a variety of different interests, and better engage students in reading and writing. In the bilingual classrooms, there are libraries of Spanish books in addition to libraries of English books. In addition, materials to support word study are provided in Spanish and English, e.g., word walls, letter charts. Technology has been infused in the classrooms with bilingual software, desktop computers, smart boards, document cameras and some laptops to support a variety of learning styles.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

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

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
English Language Learner's are assessed in their native language skills utilizing beginning of the year, middle of the year, end of the year in house assessments in addition to ELSOL and EDL which provide benchmark data. We are also implementing the Estrellita Native Language Reading Program which serves as an initial screener and has evaluative components. Progress monitoring is also done throughout the year.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Students are assessed informally throughout the year in addition to the yearly mandated formal assessments required by the state and periodic assessments. Both classroom teachers, RTI Team and ESL teacher review the students status and eligibility to make sure that they are appropriately assessed. Assessment data is analyzed to gain insight into the child and their strengths as a learner. Instruction also focuses on reading, writing, and listening especially during literacy as well as in other content areas where students must listen to a story, respond to it and are allowed opportunities to practice accountable talk via peer to peer discussions.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

- a. SIFE-We are a Pre-K-2 school and we currently do not have any SIFE students. If we were to receive SIFE students, appropriate planning to meet their developmental, linguistic and social needs would be paramount. They would be offered the support services and opportunities of any other English Language Learner in our school. In addition, supplemental services would be offered as well.
- b. This is not applicable to our school we are a PreK-2nd grade schools and there's no ELA state or city testing.
- c. This is not applicable to our school. We are a PreK-2nd grade school.
- d. This is not applicable to our school. We are PreK-2nd grade school.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

In alignment with Universal Design for Learning and CALLA, all students including ELL' s-SWD's benefit from participating in tasks that are engaging and aligned with students zone of proximal development. Methods, materials and assessments are usable by all.

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

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

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

Courses Taught in Languages Other than English ⓘ

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

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

| Class/Content Area | Language(s) of Instruction | Class/Content Area | Language(s) of Instruction |
|-----------------------|----------------------------|--------------------|----------------------------|
| Native Language Arts: | 0 | 0 | 0 |
| Social Studies: | 0 | 0 | 0 |
| Math: | 0 | 0 | 0 |
| Science: | 0 | 0 | 0 |
| | | | |
| | | | |
| | | | |
| | | | |

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

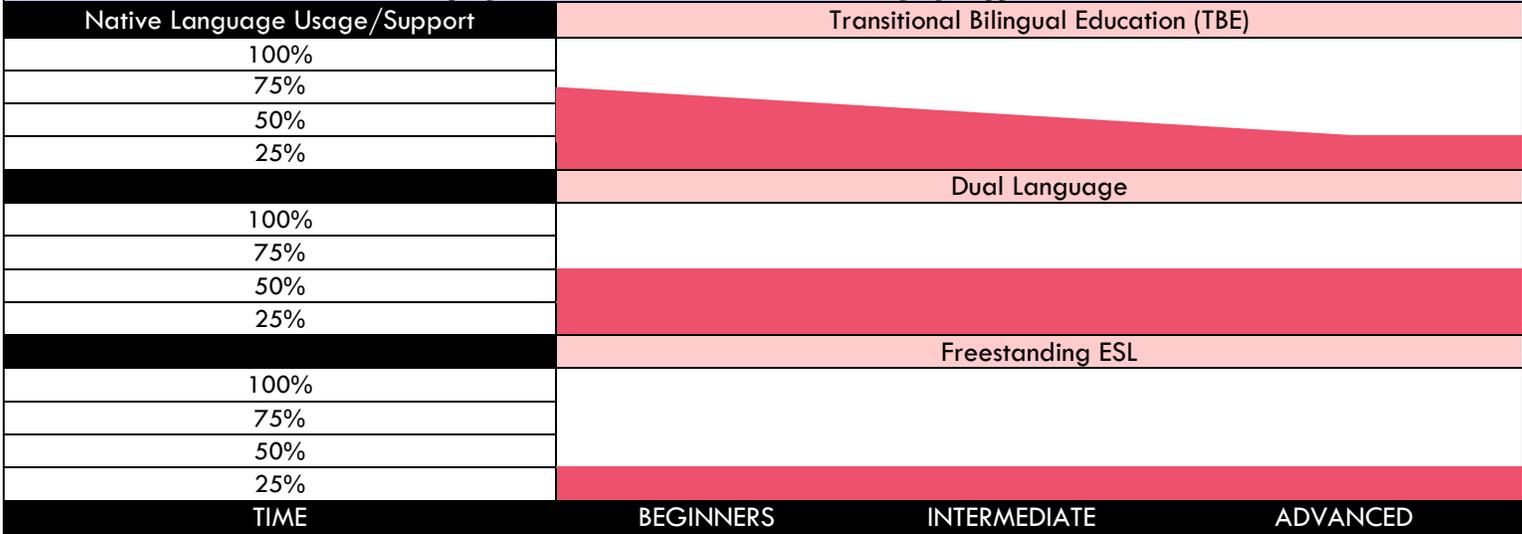
| | Beginning | Intermediate | Advanced |
|---|----------------------|----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 | | | 180 minutes per week |
| 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.
- With respect to targeted interventions our school does the following: ELA-guided reading, CKLA, Sidewalks Reading Program during Extended Day and Project Read in English. In math and other content areas, teachers work with small groups during instructional time on targeted concepts, skills and strategies in English as well.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our programs effectiveness is assessed by the results of the students' progress in the school through the administration of the periodic assessments, and state mandates. Also, it is based on feedback from parents and teachers, SLT and RTI Team which results in on-going revisions to our curriculum maps accounting for the integration of the CCLS, NYSESL standards, UDL and DOK. The assessment results and feedback is essential to maintaining our instructional program relevant and promoting the students' learning.
11. What new programs or improvements will be considered for the upcoming school year?
- No new programs will be implemented this coming school year. We will base our decisions on programming based on the student data results and the demonstration of trends and patterns. We will continue to monitor our students' progress in our programs in order to make revisions to the instructional program or curriculum maps that best support them to succeed both academically and socially .
12. What programs/services for ELLs will be discontinued and why?
- At this time, we are not discontinuing any programs/services for ELLs.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- English Language Learners are always invited to participate in any supplemental or after school program being offered in our school. In the mornings we offer Extended Day Sidewalks Reading Program, Project Read in the afternoons and ELL's also participate in our Enrichment after school programs, student council, art club , sports club, chorus club, Dreamyard Arts program in addition to any other initiatives spearheaded in our school.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Currently, we have Smart Boards and document cameras in every classroom that teachers utilize as they infuse technology into the daily curriculum. In addition, there are desktop computers in all classrooms for children to work with to help strengthen their listening, speaking, reading and writing skills via various age-appropriate computer programs such as Scholastic Inc.'s, Clifford Learning, Brain Pop, Discovery Education, Readers Theater and Core Knowledge Language Arts for listening and speaking. In addition, we have a licensed Music teacher that currently teaches our students how to keyboard. Every child has access to his or her own keyboard and practices the fundamentals weekly under the guidance of our music teacher. Content area instructional materials include dictionaries, picture cards, flash cards, center based activities as well as leveled instructional texts, articles, hands-on manipulatives as well as activities involving physical movement to reinforce concepts. Native Language Arts materials are also offered in Transitional Bilingual Education classes.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- In our Transitional Bilingual Education Program, students develop their cognitive skills in their native language during their literacy periods in order to strengthen Language 1 which will help them in their acquisition of English. There is an ESL component, as well as content area instruction using CALLA during math and theme periods. Our TBE program includes a Native Language Arts Program to assist in the development of communication and academic skills specifically focusing on reading, writing, listening and speaking in their native language. During the first year, TBE students are expected to receive 60% of the classroom instruction in their native language and 40% in English. As students fortify their academic cognitive skills in Language 2, instructional time in Language 1 diminishes and English instructional time increases. Our Freestanding English as a Second Language program provides instruction in English with an emphasis on English language acquisition. Content area instruction is provided with a focus on ESL methodology utilizing CALLA and TPR. For beginners and intermediate students, the weekly minimum time allotment is 360 minutes, advanced students receive a minimum of 180 minutes weekly. In Transitional Bilingual Education the weekly minimum time allotment for Beginner's and Intermediate, for advanced the minimum weekly time allotment is 345 minutes.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- All services, supports and resources are aligned with students' developmental age and grade level appropriateness. Currently, we are working with the Common Core Learning Standards, ESL State Standards, Response to Intervention and Universal Design for Learning to make sure students are appropriately supported.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include

activities for new ELLs who enroll throughout the school year.

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

18. What language electives are offered to ELLs?

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

19. For schools with dual language programs:

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

N/A

C. Professional Development and Support for School Staff

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

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

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

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

D. Parental Involvement

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

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

2. Our school has partenered with the following Community Based Organizations to date: RCSN-Resources for Children with Special Needs, Hispanic Federation-Pathways to Academic Excellence and NYC Fire Department-Fire Safety.

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

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

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: P.S. 207

School DBN: 10x207

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

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|---------------------|---------------------|-----------|-----------------|
| Maria J Rosado | Principal | | 9/3/13 |
| Leigh Betancourt | Assistant Principal | | 9/3/13 |
| Alexander Rodriguez | Parent Coordinator | | 9/3/13 |
| Jong Pressey | ESL Teacher | | 9/3/13 |

| | | | |
|----------------------------|----------------------|--|--------|
| | Parent | | 9/3/13 |
| Maria Garcia Sped Ed K-2 | Teacher/Subject Area | | 9/3/13 |
| Carmen Arias Bil speech | Teacher/Subject Area | | 9/3/13 |
| Diane Carrero, Literacy | Coach | | 9/3/13 |
| Janet Parry, Mathematics | Coach | | 9/3/13 |
| Ruth Torres, Social Worker | Guidance Counselor | | 9/3/13 |
| | Network Leader | | 9/3/13 |
| | Other _____ | | 9/3/13 |
| | Other _____ | | 9/3/13 |
| | Other _____ | | 1/1/01 |
| | Other _____ | | 1/1/01 |

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 10x207 School Name: PS 207

Cluster: 5 Network: CFN 534

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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



Department of English Language Learners and Student Support

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<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

| Part A: School Information | |
|---|-------------|
| Name of School: PS 207 | DBN: 10x207 |
| This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below) | |

| Part B: Direct Instruction Supplemental Program Information |
|--|
| The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other: During School |
| Total # of ELLs to be served: 75 Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 |
| Total # of teachers in this program: 8 # of certified ESL/Bilingual teachers: 3 # of content area teachers: 5 |

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

Part C: Professional Development

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

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

Begin description here: _____

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

-Teaching children to express themselves through movement, specifically dance-as it relates to their

Part C: Professional Development

different countries of origin.

-Facilitating communication across all subject areas through Music.

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

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

-Questioning techniques.

Part D: Parental Engagement Activities

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

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

Begin description here:

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

Part D: Parental Engagement Activities

- *Getting to Know the Common Core Standards.
- *How Do the Common Core Standards Relate to Our Children’s Education?
- *Engage in Activities that Support Common Core Stands and Students’ Individual Needs.
- *Develop Activities to Support The Common Core Standards and Curricula.
- *Engage in Intervention That Support Developing Life Long Skills, Concepts and Strategies in Reading, Writing, Math and the Content Areas To Be Used in a Social Context. *Parents Reflect on What They Know about how their child reads
- *Parents Share How They Tell Their Children Stories and Introduce Children to Reading and Writing.
- *Reading and Discussing Texts To Build on Looking At Fiction and Informational Texts.
- *Parents will read Articles That Support their children’s learning.
- *Work in Groups To Discuss And Work in Small Groups to Summarize.
- emergent reader includes phonemic awareness, concepts of print and story, reading and literacy as a social and cultural practice.
- start with the premise of what parents are already doing to support and reinforce the childrens' knowledge and skills.____

Part E: Budget

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

Allocation Amount: \$ _____

| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|--|-----------------|---|
| Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem | _____ | _____ |
| Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. | _____ | _____ |
| Supplies and materials <ul style="list-style-type: none"> • Must be | _____ | _____ |

Part E: Budget

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

Allocation Amount: \$ _____

| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|--|-----------------|---|
| supplemental. <ul style="list-style-type: none">• Additional curricula, instructional materials.• Must be clearly listed. | | |
| Educational Software (Object Code 199) | _____ | _____ |
| Travel | _____ | _____ |
| Other | _____ | _____ |
| TOTAL | _____ | _____ |