

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): **22K207**

School Name: **P.S. 207 ELIZABETH G. LEARY**

Principal: **MARY BOSCO**

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Elizabeth G. Leary School Number (DBN): 22K207
Grades Served: Pre-K-8
School Address: 4011 Fillmore Avenue Brooklyn, NY 11234
Phone Number: 718-645-8667 Fax: 718-645-8139
School Contact Person: Mary Bosco Email Address: mbosco@schools.nyc.gov
Principal: Mary Bosco
UFT Chapter Leader: Fern Carriero
Parents' Association President: Rita Troiso and Christine Ferris
SLT Chairperson: Deborah Getman, Pd.D.
Title I Parent Representative (or
Parent Advisory Council
Chairperson): NA
Student Representative(s): NA

District Information

District: 22 Superintendent: Julia Bove
Superintendent's Office Address: 5619 Flatlands Avenue
Superintendent's Email Address: jbove@schools.nyc.gov
Phone Number: 718-968-6248 Fax: 718-968-6252

Borough Field Support Center (BFSC)

BFSC: _____ Director: Cheryl Watson Harris
Director's Office Address: 415 89th Street, Brooklyn, NY 11209
Director's Email Address: cwatson21@schools.nyc.gov
Phone Number: 718-759-4862 Fax: 718-326-8140

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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)
Mary Bosco	*Principal or Designee	
Fern Carriero	*UFT Chapter Leader or Designee	
Rita Troiso/ Christine Ferris	*PA/PTA President or Designated Co-President	
Joane Murphy,	DC 37 Representative (staff), if applicable	
NA	Title I Parent Representative (or Parent Advisory Council Chairperson)	
NA	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
NA	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
NA	CBO Representative, if applicable	
Dr. J. Cody	Member/ parent	
D. Manuel	Member/parent	
E. Sollecito	Member/parent	
T. Besada	Member/parent	
P. Giannini	Member/ parent	
J. Murray	Member/teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
G. Gianfagna	Member/ teacher	
D. Getman, Ed.D.	Member/chairperson	
A.Mistretta	Member/ parent	
	Member/	
	Member/	

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

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

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



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

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
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.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

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.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

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

NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **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.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. 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.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Elizabeth G. Leary is an elementary/middle school (K-8) with 1269 students from Grade Prekindergarten through Grade 8. The school comprises of two buildings; the main campus on Fillmore Avenue holds 1004 students in Grades 2-8 and The Early Childhood Center has 265 students in Grades Pre-K-1. The school population comprises 35% Black, 14% Hispanic, 40% White and 11% Asian students. The number of special education students is 185 or 15% of our student population. The number of English Language Learners is 31 students or 2%. 506 students or 40% of our students are entitled to Free Lunch. Boys account for 53% of the students enrolled and girls account for 47%. The average attendance rate for the school year 2013-2014 was 95.8%.

The Mission Statement of P.S. 207:

We at P.S. 207 are dedicated to creating an environment, which is conducive to learning while meeting the academic, social, and emotional needs of our diverse student population. We will help our students become college and career ready by holding them to high expectations. We are providing them with rigorous instruction aligned with Common Core Learning Standards. We encourage student creativity and individuality while helping our students to develop solid values that foster respect for self and others.

The school adheres to a culture of learning that maintains high expectations and rigorous curricula across the grades to promote college and career readiness for all students. Teacher pedagogy is based upon Common Core Learning Standards/Instructional Shifts and Danielson Framework for Teaching which is aligned to lessons, units and curricula planning. Teachers use high level questioning techniques in order to foster critical thinking and student participation. Accountable talk and discourse theory is used in every classroom. Research based techniques are used in English Language Arts and Mathematics. Computer technology is utilized in every classroom. At the Early Childhood Center we have Promethean Boards and at the main campus we use SMART Boards. All students have access to iPads and laptops which are used to take notes and research content areas.

2015 New York State Spring Results showed 47.4% of students in Grades 3-8 are proficient in Levels 3&4 in English Language Arts (ELA) a 3% decrease and 48.7% are proficient in Levels 3&4 in Mathematics, a 0.5% decrease from 2014. The Data Team analyzed the scores of the lowest third of our students in math and literacy. Using assessment results during the course of the year and item analysis, grouping and instruction are formed.

Formative and Summative Assessments are used on an ongoing basis to analyze information on student learning. The Teaching and Learning Cycle (Assess, Evaluate, Plan, and Teach) is at the center of our vision for school improvement. Teachers routinely use assessment data to inform instruction, look at relevant data trends in order to accelerate student performance. We analyze formative and summative data on a daily, weekly and monthly basis. This analysis helps to inform our instruction particularly in regards to grouping and differentiation. This year we included the Gates-McGinnity Reading Assessment for Grades 2-8.

The elements of the Framework for Great Schools in which we made the most progress over the past year were collaborative teachers and supportive environment. Teacher Teams play an integral role in instruction, school-wide decisions and teacher practice. Teacher Teams meet regularly and are led by teachers. They work regularly to revise

curricula in order to meet the needs of all our learners. In addition, Vertical Math and Literacy Teams meet. Collaborative teacher input is valued and innovative ideas are implemented on an ongoing basis.

We offer Common Core Regents courses in Living Environment and Common Core Algebra to eligible eighth grade students .

The Fillmore Academy (grades 6-8) has a drama club which present a play each semester. Hairspray, Jr . and Lion King Jr. were recently performed. Performances included evening and after school productions enabling families to participate in their children's milestones. In addition, our Spanish teacher holds an annual Mexican Celebration for Grade 2 during the Spring semester and families are invited to the Spanish culture fiesta.

We have a Chess Team that participates in citywide tournaments held on weekends and the chess teacher holds a schoolwide tournament each year. Our middle school students participate in basketball games with neighboring schools that are in the CHAMPS program. This gives our students an opportunity to meet other children from different schools.

We partner with Madison High School's Law Program where high school seniors volunteer an hour and a half each week in their Spring semester to teach our fifth graders about the law. We also collaborate with the Millennium After-School Program. In addition, we partner with student teachers from St. Josephs College, Brooklyn College and Touro Graduate School of Education and Psychology. Student teachers work with lower and upper grades as well as general and special education students.

We have a dedicated PTA that consists of devoted parents. The PTA has contributed funds for the entire school community to have access to BrainPop, the chess program, the music and art programs as well as an after school program for struggling readers. Our parent coordinator, Donna Pimpinella provides monthly calendars, a school website with updated information and parent events and is a liaison between school personnel and parents.

Our key areas of focus for this school year are promoting rigorous instruction; collaborative teachers, and building family-community ties.

22K207 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05,06,07,08	Total Enrollment	1266	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	10	# SETSS	N/A	# Integrated Collaborative Teaching
				22
Types and Number of Special Classes (2014-15)				
# Visual Arts	15	# Music	20	# Drama
# Foreign Language	15	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population	1.5%	% Attendance Rate		94.5%
% Free Lunch	39.3%	% Reduced Lunch		11.6%
% Limited English Proficient	2.1%	% Students with Disabilities		17.4%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.8%	% Black or African American		33.3%
% Hispanic or Latino	13.9%	% Asian or Native Hawaiian/Pacific Islander		10.1%
% White	40.8%	% Multi-Racial		0.9%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	16.74	# of Assistant Principals (2014-15)		3
# 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)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		11.09
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	49.6%	Mathematics Performance at levels 3 & 4		48.1%
Science Performance at levels 3 & 4 (4th Grade)	90.7%	Science Performance at levels 3 & 4 (8th Grade)		68.1%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		100.0%
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	X	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		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
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 – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

A comprehensive assessment of our academic program was completed using the information from the Quality Review, school based assessments, the School Quality Guide, Measures of Student Learning (MoSL) and Measures of Teacher Performance (MoTP) data via classroom observations and NYS Math test results under the Common Core Learning Standards. The data, found on the School Quality Guide for 2013-2014, shows that student progress is approaching the target in Mathematics. Data shows that Math Median Adjusted Growth Percentile is 55.5% while the average on the peer range is 61.9% and is 62.3% for the city comparison.

Our school’s strengths include our high expectations, rigorous instruction, engaged students as well as collaborative and licensed math and science teachers on staff. There is a strong need to strengthen our school’s academic program, particularly in Mathematics and Science. Our priority is to embrace the STEM movement. The activities will show an increase in rigor, student motivation, opportunities for real life application, hands-on opportunities, and collaboration which all will help with college and career readiness.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 100% of students in grades K-8 will participate in STEM (Science, Technology, Engineering and Mathematics) related projects at least twice a year, one in the Fall and one in the Spring.

Part 3 – Action Plan

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<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> • Teacher team will attend workshops held by the Department of Education on July 8, 2015. They will turnkey the information to the administration and their colleagues on the team in August 2015. • Professional development will take place in October given by the Science, Technology, Engineering, and Mathematics (STEM) team during scheduled Monday Professional Learning sessions • Grades will choose STEM based activities to complete during the Fall and Spring semesters • Two science clusters in grades K-5 • Departmentalization in grades 5 and 6 • Enrichment program in grades 7 and 8 following the Renzulli Model • STEM Fair for grades to share their projects- which in turn increases strong family and community ties 	<p>K-8</p>	<p>September 2015- June 2016</p>	<p>Classroom teachers, STEM Team, Administration</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Human Resources : all instructional staff, Millennium After school program</p>
<p>Instructional resources: donated funds from PTA, FOSS, Lego Robotics</p>
<p>Schedule adjustments: Professional Learning time on scheduled Monday in the Fall of 2015</p>
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>By November 2015, 80% of our students will have participated in a STEM related project for the Fall term with 100% participating by the end of December 2015. By May 1, 2015, 70% of our students will have participated in a STEM related project for the Spring term with 100% participating by June 2016.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<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>
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Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

A comprehensive assessment of our academic program was completed using the information from the Quality Review, school based assessments, the School Quality Guide, MoSL and MoTP data (classroom observations) and NYS Math test results under the Common Core Learning Standards. The data, found on the School Quality Guide for 2013-2014, shows that student progress is approaching the target in Mathematics. Data shows that Math Median Adjusted Growth Percentile is 55.5% while the average on the peer range is 61.9% and is 62.3% for the city comparison.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 70% of the targeted students will show progress in Mathematics on the New York State Math exam, unit tests and quizzes.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> • Curriculum maps and performance based tasks will be reviewed by the grade and the math content specialists to ensure differentiation, engagement, rigor and that they are aligned to the CCLS for that particular grade. • Benchmarks will take place in the beginning, middle and end of the year to monitor student growth which then informs instructional decisions • Grade will meet with the math content specialist weekly to review data and to plan upcoming units of study • Vertical math teams (K-8) (K-2) (3-5) (6-8) will take place throughout the year • Rubrics will be given out at the beginning of each task to provide clear expectations for the students • Common preps will be scheduled to plan and review upcoming math lessons • Special education providers will meet and plan together along with the SETTS teacher to modify lessons and make necessary accommodations • Integration and use of technology whenever possible to increase student engagement including : BrainPop, Think Central, 10 Marks, Khan Academy • Parent workshops about math content for the year will take place throughout the year 	<p>Level 1 and 2 students in grade 3</p>	<p>September 2015- June 2016</p>	<p>Grade 3 teachers, administration, Data coach, math content specialists, Math vertical team members</p>
<ul style="list-style-type: none"> • 			

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Elementary teachers, math licensed content specialists, Monday Professional Learning sessions, 6 th prep for common planning time across the grade, Go Math curriculum, EngageNY, collaborative periods on Tuesday afternoons, Smartboards, Ipads, laptops, BrainPop,											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, 40% of students in levels 1 and 2 will show progress on Unit tests, performance tasks, benchmark exams – Beginning of year (BoY), Middle of year (MoY).
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

<ul style="list-style-type: none"> • Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data. • Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.
N/A

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<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>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Attendance records reveal that parental attendance at school events such as PTA meetings, Parent teacher conferences, concerts, plays and other school events has decreased over the past three years. On Brooklyn Day, our staff participated in an activity based on the Framework for Great Schools. The results from this activity showed that this component is an area in need of improvement.

Based on the results of the Quality Review done by our Superintendent on February 25, 2015, P.S.207 was rated well developed in 3.4 Establishing a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations and this was our area of celebration. Ms. Bove wrote :

Parents are offered and attend regular workshops as evidenced by the school’s parent engagement calendar and feedback from parents. For example, the teachers and parents collaborate on a Family Literacy Day and Family Math Day. As well as Parents stated that the school regularly communicates school expectations via email and text and that they have the ability to do the same. Parents reported that the school sends out student progress reports before each marking period and that these helped in addressing college and career readiness. The school administration and teachers reported this, as well .

Areas of Strength include:

- Websites- each class has a Class website where teachers’ list homework, special events, upcoming projects, etc.
- Newsletters- each grade works collaboratively on a weekly newsletter (grades K-1) and monthly newsletter (2-8)
- PTA Meetings- held monthly alternating between morning and evening
- Coffee and Conversation – a half hour block prior to all PTA meetings where parents can meet with administration
- ENGRADE - on-line grade book that K-8th grade teachers use to enter marks. Each parent is able to view their child’s test results.
- Parent Workshops- on parent engagement Tuesdays, workshops on guided reading, test prep, CCLS, IEPs, etc. are held for families to attend
- Field Day- - Students in grades K-5 participate in Field Day where they take what they have learned in gym and apply it to the different organized races. Families are invited to attend and cheer on their children.
- Memory Day - In June, Kindergarten and first grade students sing songs, dance, and watch a video highlighting the different activities they participated in throughout the school year. Families are invited to attend this celebration

- Family Literacy – Grade 2- In November, families of 2nd graders will be invited to participate in Scholastic Literacy Events Family Engagement workshop.
 - Stepping Up- - In June, Pre-K students take part in our annual Stepping-Up ceremony
 - Awards Ceremonies- are held monthly for students in grades 2-5 to publically acknowledge students for their academics and their character and citizenship
 - Drama Club Productions- Fillmore Academy students perform musical productions (ex. Lion King Jr.) for all of the Pre-K-8th grade families
 - Concerts- students in grades 4-8 take part in various concert performances throughout the year. The concerts consist of singing, playing musical instruments, etc. All families are invited to attend.
- d
- Millennium - free after school for students in grades K-8 run and organized by Bergen Beach Youth Organization

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, we will increase parent participation by 5% as evidence by the Learning Environment Survey (LES), attendance at school events (meetings, workshops, plays, concerts, parent teacher conferences, Parent Coordinator data

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<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>
<ul style="list-style-type: none"> • Mass emails sent out via parent coordinator about upcoming events • Introduction of Robo-call • Class websites • Monthly parent breakfasts in coordination with school food • Classroom family celebrations • Parent workshops scheduled with free take home materials to share with their children • Career Days inviting family members to participate • Parent Read-Aloud : The Mystery Reader • Scheduled Saturday family activities throughout the year • Plays • Sales • Concerts • Monthly Awards Assemblies • Arista Archon Assembly • Science night • 	<p>Families of students in grades 4-8</p>	<p>September 2015-June 2016</p>	<p>Parent Coordinator, Administration, Teachers in grades 4-8, including clusters</p>
<p>4/25/2016</p>			<p>45</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	Title I SWP	Title I TA	Title II, Part A	Title III, Part A	Title III, Immigrant
	C4E	21 st Century Grant	SIG/SIF	X	PTA Funded	In Kind
					Other	

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, there will be an increase of 3% of parent participation as evidence by attendance at the November Parent Teacher Conference, PTA meetings, and parent workshops.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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 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)	State test scores, teacher recommendation	Fountas and Pinnell, Soar to Success,	Small group pull out	During school day Saturday test prep
Mathematics	State test scores, teacher recommendation	Targeted instruction	Small group	During the school day
Science	State test scores-grade 5, teacher recommendation	Targeted instruction	Small group	During the school day
Social Studies	Teacher recommendation	Targeted instruction	Small group	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	PPT referral, administration recommendation	Small group, 1-1	One to one or small group	During the school day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

2b. High Quality and Ongoing Professional Development

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	6,185,629		all

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

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

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

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

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** 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 have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

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

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **P.S. 207** 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 as trained volunteers and are welcomed members of the school community. **P.S. 207** will support parents and families of our 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 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 program. This information will be maintained by the school.

In developing the Parent Involvement Policy, parent members of the school's Parent-Teacher Association as well as parent members of the School Leadership Team, were consulted on the proposed 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 programs as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Parent Involvement Policy and School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Teacher Association. 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, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- 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;

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

- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Teacher Association
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;

- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC) Template

P.S. 207 , 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 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 on assessments.

I. School Responsibilities:

Provide high quality curriculum and instruction consistent with Common Core 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;
- 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;
- 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 to 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.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other: _____
Total # of ELLs to be served: 24 Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 7 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 6
Describe the direct instruction supplemental program here and include the <ul style="list-style-type: none"> • rationale • subgroups and grade levels of students to be served • schedule and duration • language of instruction • # and types of certified teachers • types of materials
Begin description here: P.S. 207 offers a wide range of supplementary options through its ExcELL Morning and Afterschool programs for English Language Learners. There are 24 students in grades 2 through 8. The students are invited to participate in a variety of courses that help them continue to

Part B: Direct Instruction Supplemental Program Information

develop their English language skills in the areas of reading, writing, speaking and listening. This program also provides ELL students with the opportunity to participate in enrichment programs that they might not have access to, or might not be able to afford. There is a total of 6 licensed common branch teachers working with 8 groups of 5 or 6 students participating in courses such as robotics, theater, book clubs, drawing and painting, computers, and more. The courses will begin on January, 22, 2013 and end on April 16, 2013. The sessions will meet once a week for ten weeks. The students can sign up for more than one class. The Tuesday morning program will be from 7:30 - 8:30 with a total of 6 students. The first morning program is a "Book Club". The teacher is Ms. Ganley. She possesses a NYC teaching license and presently co-teaches a second grade ICT class. Ms. Ganley is going to read with the students *Twister* on Tuesday from the *Magic Treehouse* series. She intends to extend the topic by incorporating Science lessons on tornadoes. She has expertise in devising and implementing reading instruction strategies as well as enrichment techniques. She will also use her expertise to use instructional materials for developing test-taking skills. The second Tuesday morning program is also a "Book Club" which will be given by Ms. Gerbino who also possesses a NYC teaching license and presently teaches the fifth grade "Gifted and Talented" class. The class will take place from 7:30 - 8:30 with a total of 6 students. Mrs. Gerbino plans on reading the book *Shiloh* with her students. She intends to extend the topic by having the students watch the movie and compare and contrast the book and the movie. The students culminating assignment will be to write a persuasive essay on their preference for either the book or the movie. She has expertise in devising and implementing reading instruction strategies as well as enrichment techniques. She will also use her expertise to use instructional materials for developing test-taking skills. The ESL teacher will push into each group for half an hour during the Tuesday morning program to support the ESL students. The Tuesday morning program will have a total of 3 teachers x 10 x \$50.19 for a total of \$1,505.70. The third morning program is a Science Enrichment program. This program will be administered by Ms. Ricciardi who is also a licensed NYC teacher and is a Science teacher at our school. She will teach a course called *Kitchen Chemistry*. The class will be held on Thursdays from 7:30 - 8:30 with a total of 6 students. Young scientists can explore the world of chemistry in a safe and fun way. Using common household substances, they will create lots of things from rock candy to modeling clay. Students will explore the science behind food and everyday household products. The ESL teacher will co-teach with this teacher. The Thursday morning program will have a total of 2 teachers x 10 x \$50.91 for a total of \$1,003.80. The fourth morning program will be held on Friday mornings from 7:45 - 8:45. It will be given by Ms. Simek. Ms. Simek is a licensed NYC teacher. She also has a Literacy (B-12) and Special Education (K-6) license. Ms. Simek will teach a course called *Introduction to Art-Painting and Design*. Young artists will explore different art techniques using various materials such as paint and clay to create unique and fun works of Art. The ESL teacher will co-teach with this teacher. The Friday morning program will have a total of 2 teachers x 10 x \$50.91 for a total of \$1,003.80. The Robotics program is on the Thursday afternoons from 3:45 - 4:45 with a total of 6 students. The teacher is Ms. Humphrey, and she is a licensed NYC teacher. Ms. Humphrey also has a Special Education license. Robotics is a program that involves technology, LEGOS, and research. Students will learn about different inventors from the past. They will then learn how to construct and program their creations. The students will use technology to do their research and a program to give their creation commands to follow. The ESL teacher will co-teach with this teacher. The Thursday afternoon program will have a total of 2 teachers x 10 x \$50.91 for a total of \$1,003.80. The second afternoon program is called *Theater Workshop*. It will be held on Tuesday afternoons from 3:30 - 4:30 with a total of 7 students. Mrs. Spada is our current Art teacher, and she is holds a NYC teaching license. Students will learn basic acting skills that introduce them to focusing and getting in touch with characters. Mini projects will be presented by the students as an exit project. The ESL teacher will co-teach with this teacher. The Tuesday afternoon program will have a total of 2 teachers x 10 x \$50.91 for a total of \$1,003.80. A portion of the time in each course is focused on NYSESLAT preparation, and instructors review reading, writing speaking and listening strategies in the context of the course. Students are able to use their English, while at the same time learn a new skill, discover a talent, or begin a life-long passion for something they love. Coursework is geared for ELLs to promote their participation, and students are able to enhance their language skills through the use of language in the

Part B: Direct Instruction Supplemental Program Information

context of the coursework. Students are grouped by grade or contiguous grades. The students receive their own copies of materials to keep and continue to use beyond the course. They also receive instructional materials (art kits, copies of book club novels), as well as NYSESLAT review books. The cost of the NYSESLAT materials is \$224.78. Students will also have the opportunity to use Imagine Learning and ESL Reading Smart in the context of the course. The cost for 8 Imagine Learning licenses will be \$1,200.00, and the cost for 11 - 25 students in ESL Reading Smart is \$680.00. Both programs are individualized based on the students' needs. The programs include reading, writing, speaking, and listening activities that teach skills that will help prepare them for the NYSESLAT and state tests. In order to utilize these programs effectively, we would like to purchase 3 computers. The computers cost \$723 each for a total of \$2,169. The ESL teacher conducts an orientation and provides training for all teachers in ELL methodologies. She will also use the push-in model. Content area teachers must also demonstrate expertise in their specific course of study (i.e. Science, English Language Arts, Fine Arts and Technology).

Part C: Professional Development

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

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

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

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

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

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

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

Feb. 6 at 11:30 - Test preparation

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

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

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

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

Part D: Parental Engagement Activities

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

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

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

Part E: Budget

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

Allocation Amount: \$11200

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

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: <u>\$11200</u>		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		Friday 2trs x 1 hr x10 wks x \$50.19 =\$1003.80 After School Program Tuesday 2 trs x 1 hr x 10 wks x\$50.19 = \$1003.80 Thursday 2 trs x 1 hr x 10 wks x\$50.19 = \$1003.80 PD 7 trs x 1 hr x 2 sessions x \$50.19 =\$702.66 Parent Involvement 7 trs x 1 hr x 2 sessions x \$50.19 =\$702.66 Total = \$6,926.22
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	Total = \$2393.78	NYESLAT Preparation Materials 3 Computers
Educational Software (Object Code 199)	\$1,880.00	ESL Reading Smart license renewal(11-25 students) 8 Imagine Learning license renewal
Travel	N/A	N/A
Other	N/A	N/A
TOTAL	11,200	_____

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 22	Borough Brooklyn	School Number 207
School Name P.S. 207		

B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal Mrs. Bosco	Assistant Principal Noreen Alvarez
Coach Deborah Getman	Coach N/A
ENL (English as a New Language)/Bilingual Teacher Donna Kelly	School Counselor Nora McCarthy
Teacher/Subject Area Rachel Weiner	Parent Wendy Parlanti
Teacher/Subject Area Katie Shatz	Parent Coordinator Donna Pimpinella
Related-Service Provider Olivia Nagel	Borough Field Support Center Staff Member type here
Superintendent Julie Bove	Other (Name and Title) Una Devlin, Data Specialist

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	1288	Total number of ELLs	33	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/>
	6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	33	Newcomers (ELLs receiving service 0-3 years)	33	ELL Students with Disabilities	4
SIFE		Developing ELLs (ELLs receiving service 4-6 years)	1	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	33	0	4	0			0			0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 1

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	3	1			1	1							0
Chinese		2	1			1								0
Russian		1												0
Bengali	1								1					0
Urdu	1	4	3		1				1					0
Arabic	3	3												0
Haitian		1												0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other Romanian			1											0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	5	3	1			2	1							0
Emerging (Low Intermediate)	1	1												0
Transitioning (High Intermediate)		6												0
Expanding (Advanced)	1	4	5		1				2					0
Commanding (Proficient)		4	1		1	4	2							0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total		4	2	2	3	4	3	2						0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	1		2		1				0
4	1		1		1		1		0
5			1		1				0
6							2		0
7			2						0
8			1				1		0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4			1		2				0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.

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

1. Data analysis and review is an ongoing process for all levels of the school. In order to assess early literacy skills, the team administers Fountas and Pinnell and Gates MacGinitie assessments. This data is an integral part of the planning process for ELL curriculum in the early grades. On the whole, the majority of ELLs in the early grades tend to score lower on these assessments based upon their lack of exposure and in many cases pre-school preparation deficits. Early intervention techniques with these children definitely provide quicker recovery, and in turn ELLs can more easily maintain grade level performance. Analysis of data for early childhood age ELLs reveals that these students on the whole need reinforcement of basic early literacy skills from lack of exposure to English at an early age, and for some a lack of Pre-Kindergarten school experience. This includes socialization skills and adaptation to school behaviors in general.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

Based on NYSITELL results, we are finding that unlike our past ELL's, our recent influx of newcomers are in need of basic listening, speaking, reading and writing skills. This indicates a need for basic conversational skills on top of strong support in academic language instruction, and continued, rigorous curriculum that reflects sound reading and writing strategies. Analysis of ELL student results on standardized ELA and Math tests reveal that students perform better in Math than in other English language dominant

tests. However, the data from the NYSESLAT also shows ELLs making progress in English language proficiency.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The AMAO 1 tool shows the annual increases in the percentage of LEP/ELLs making progress in learning English. The AMAO 2 shows the annual increases in the percentage of LEP/ELLs attaining English language proficiency. Work needs to be done in the area of Reading Comprehension and Writing, which is an area of need for all students in our school. NYSESLAT data analysis is an effective tool for providing more appropriate groupings based upon modality strengths and weaknesses, not just on beginner, intermediate, or advanced levels on the whole. Differentiated instruction to focus on specific modalities becomes a reality.

According to the NYSESLAT results from the spring, 2015 exam, the patterns across the grades, levels, and modalities are that the ELLs are stronger in Listening and Speaking than in Reading and Writing. The ELL students need continued support in all modalities with emphasis on Reading and Writing strategies, particularly those that target comprehension skills and writing mechanics.

According to the results of the spring 2015 New York State testing, most ELL students are meeting or approaching the standards in English Language Arts and the content areas of math, science, and social studies. Students receive small group instruction in the English Language Arts and the content areas during the school day and in on-going morning and after school programs.

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

An analysis of student results over proficiencies and grades supports the above conclusions about ELL progress. For the 2015 school year, 12 of 28 (approximately 40%) of our ELL students reached proficiency on the NYSESLAT. Of the remaining students, 6 are newcomers, less than 1 year, and 9 are less than 2 years in an English Language School System.

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

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

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

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

During the parent orientation, the teacher discusses with the parent the student's educational history and background. The parents are also asked to fill out a family interview questionnaire. The ENL teacher also looks on ARIS for a summary of educational history

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

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

Not applicable

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

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

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [*ELL Policy and Reference Guide, ELL Identification*](#) section.

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

Students who are entitled to ENL services take the NYSESLAT exam annually in the spring. The scores from these assessments are evaluated in the fall of the next term in order to provide the best placement for ELLs, either in beginner, intermediate, or advanced groups by grade or contiguous grades. The ENL teacher then analyzes in a more granular form these results to differentiate instruction and provide the best possible program for ELLs. The NYSESLAT also identifies those students who have reached English

proficiency. Once a student has reached Commanding, they will continue to receive ENL services for an additional 2 years.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Schools have 30 days from initial enrollment to make an initial SIFE determination. Determining SIFE status begins at the time of the completion of the Home Language Identification Survey when the parent is asked to indicate prior schooling. If there are indications within the ELL Identification Process that a student has had an interruption or inconsistency in their formal schooling, the SIFE Identification Process is followed. Initially, the oral interview questionnaire is administered. For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, the Literacy Evaluation for Newcomer SIFE is administered. Initial SIFE status is indicated in the DOE's data collection systems no later than 30 days from initial enrollment. As per CR Part 154, schools have up to one year to make a final determination of SIFE status; therefore, initial SIFE identification within the 30 days may be modified for up to one year. SIFE status is removed once the ELL scores at intermediate/transitioning level or higher on the NYSESLAT.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

In order to determine eligibility to take the NYSITELL, the parent and student are interviewed. If the student has an IEP, the Language Proficiency Team will review the IEP. The Language Proficiency Team consists of one of the 3 Vice Principals-Teresa Kerperdis-K-2, Noreen Alvarez-3-5, or Terri Contursi-6-8, Special Education Teachers Kathy Sinclair and Kelly Schatzel, and the ENL teacher, Donna Kelly. The Language Proficiency Team reviews evidence of the student's English language development. Once eligibility to take the NYSITELL has been determined by the Language Proficiency Team, the NYSITELL is administered. If the student's scores are below the cut score, the student is an ELL. If it is determined by the Language Proficiency Team that the student not take the NYSITELL, that recommendation is sent to the principal for review. Upon review, the principal determines whether the student should take the NYSITELL. The Principal's determination is sent to the superintendent or designee for review. The parent or guardian is notified within 3 days of the decision.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

All entitlement parent notification letters are distributed to families by the ENL teacher prior to the annual ELL orientation and information session. The letters are sent home with the students and follow up phone calls are made to remind parents of the orientation sessions. If parents are unable to attend, orientation sessions are offered, at the parents' convenience. As new students are enrolled throughout the school year, additional orientation sessions are held within 5 days of enrollment. Upon completion of the orientation, the teacher does an inventory to ensure that all new families have returned proper forms. All forms are placed in the HLIS binder that is stored and secured in the ESL room. All non-entitlement parent notification letters in the parent's native language are sent home in a sealed envelope. A follow-up call is placed to the parents to ensure receipt of the letter. A copy of this letter is also placed in the HLIS binder.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Parents are informed that once their child has been identified, they have 45 days to appeal this decision. This information is given to them by the ENL teacher or interpreter. Schools, parents, and students who believe that a student may have been misidentified as an ELL or non-ELL may request that the ELL Identification Process be administered a second time. This must be done within 45 school days of enrollment. The Re-Identification Process may be utilized for students who have a home language other than English, and are ELL's and non-ELLs. The school must initiate a review of the ELL status determination upon receipt of a written request from a student's parent or guardian, a student's teacher (if the teacher's request includes written consent from the parent or guardian, or a student of 18 years of age or older. All documentation is provided in the parents' preferred language. The school reviews all documents related to the initial or reentry identification process, as well as the student's work in English and in the home language. The school may administer the NYSITELL to the student if the original determination was that the student should not be administered the NYSITELL. Under no circumstances can the Re-identification Process include a second administration of the NYSITELL. Upon completion, the school consults with the parent or guardian. The Re-identification Process must be completed within 10 school calendar days of receipt of written notice; however, if the CSE must be consulted, the process must be completed within 20 school calendar days. The LPT is responsible for the process. All copies of letters are filed and maintained in a binder in the ENL Room.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

Once it has been determined that the student is entitled to ENL services, an entitlement letter is sent informing the parents. The letter also states a date for a parent orientation, which is offered within 5 days of admission. The ENL teacher, Donna Kelly, also calls the parent to confirm attendance. At the parent orientation, the parent is notified of the three program options. Translators are available, when possible. The three options include the Transitional Bilingual Education program, the Dual Language program, and Freestanding English as a Second Language program. The parent also watches a video in their native language that outlines all three options. Once the parent has made a selection, they fill out the Parent Survey and Program Selection form, available in English and their native language. The parent then receives a placement letter confirming the parents' program of choice. If the program is not available, the parent coordinator will contact them when it becomes available. Copies of all letters are placed in both the HLIS binder which is stored in the ENL room and the students' cumulative folders. The ENL teacher then has the parents' choice entered in the ELPC within the mandated 5 day period. The ENL teacher is in communication with new parents, as well as parents of current and former ELL's, to clarify information and offer guidance regarding their child's continued or completed services. All correspondence are distributed, collected, and stored by the ENL teacher, who has confirmation of parent selection on file. A parent orientation sign in sheet is also stored in the ESL binder. All correspondents are done in the parents' preferred language. If the Parent Survey and Program Selection Form is not returned, a bilingual program is the default.

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

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

Upon completion of the orientation all forms are distributed to the parents. The teacher does an inventory to ensure that all new families have returned the Parent Surveys and Program Selection forms. The ENL teacher records the programs chosen on the ELPC. For those parents who are unable to attend the scheduled orientation, the ENL teacher reaches out to the parents to meet them at an individual time that is convenient for them including before or after school. The parent coordinator will contact parents if the program choice becomes available. All correspondents are done in the parents' preferred language. All forms are placed in the HLIS binder that is stored and secured in the ENL room.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

A checklist that includes the names of all newcomers is created. As parents return forms, it is checked off in the appropriate box. If there is a parent who hasn't returned the form, the ENL teacher reaches out to them by email or phone. If that is unsuccessful, she will meet them before or after school. Once collected, all forms are placed in the HLIS binder that is stored and secured in the ESL room. A copy of the checklist is also included in the binder. All correspondents are done in the parents' preferred language.

9. Describe how your school ensures that placement parent notification letters are distributed.

All placement parent notification letters in the parents' preferred language are sent home with the child in a sealed envelope. A follow-up call is given to the parent to ensure that they received the letter. Their names are checked off on a checklist that includes all newcomers. A copy of the letter, as well as the checklist, are kept in the HLIS binder. All correspondents are done in the parents' preferred language.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

All ELL documentation including the HLIS, non-entitlement, and entitlement letters are stored in the HLIS binder which is stored in the ENL room. Original documents are placed in the students' cumulative folder.

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

To determine NYSESLAT eligibility, the ESL teacher, Donna Kelly, looks at the RLER, RNMR, and the RLAT reports in ATS. A checklist is

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

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

Based on NYSESLAT results, continued entitlement and transitional support parent notification letters are sent home to the parent in their preferred language in a sealed envelope with the student. A follow-up call is placed to the parent to ensure receipt of the letter. Upon confirmation, the student is checked off on a checklist. A copy of the letter, as well as the checklist, is kept on file in the HLIS binder.

13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

The trend over the past 5 years for program selection has been 90-100% freestanding ENL. The program at P.S. 207 continues to align itself with parent requests. We are committed to providing the best possible program for English Language Learners, and we are constantly seeking new ways to improve our programs, assist our parents, and in turn ensure student success for all. At this time, the Freestanding ENL model is aligned with parent requests. Parents understand their options for Transitional Bilingual and Dual Language Programs. While this is the current trend for the school's population, the administration and ENL teacher are aware that changing demographics can change this very quickly, and so, the principal is ready to consider other models and will provide staffing for these programs should the need arise. For one of the aforementioned models to be implemented, the requirement is 15 students on two contiguous grades, speaking the same language. School leaders are prepared to provide the necessary staffing to teach these models of instruction. Parents who select a bilingual or dual language program are informed that if we reach the appropriate numbers a program will be opened. Parents are also given the option of transferring the children to school that currently offers their preferred program if it is not offered at our school .

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.

The Language Allocation Policy for P.S. 207 is 100% instruction in English since it is a Freestanding ENL Program. Students at the Beginner/Entering level are entitled to a total of 360 minutes with the minimum number of 180 minutes in standalone ENL and 180 minutes in integrated ENL. At the Low Intermediate/Emerging level, the students receive a total of 360 minutes with the minimum of 90 minutes in standalone ENL and 180 minutes in integrated ENL. The additional 90 minutes can be standalone or integrated with ELA or any other content area. The intermediate/Transitioning Level receives a total of 180 minutes with a minimum of 90 minutes integrated ENL and an additional 90 minutes in either standalone or integrated with ELA or any other content area. The Advanced/Expanding level receives a total of 180 minutes of integrated ENL. The Proficient/Commanding level receives a total of 90 minutes of integrated ENL. The ENL teacher uses a combination of pull-out, push-in, and collaborative organization models for instruction, and students are grouped homogeneously. The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language is 2 contiguous grades.

- b. TBE program. *If applicable.*

Paste response to questions here:

- c. DL program. *If applicable.*

Paste response to questions here:

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

According to the NYS CR Part 154 guidelines, the ENL teacher is able to provide for the mandated number of units of instruction in her schedule using contiguous groupings. All students receive the mandated units of instruction. Students at the Beginner/Entering level are entitled to a total of 360 minutes with the minimum number of 180 minutes in standalone ENL and 180 minutes in integrated ENL. At the Low Intermediate/Emerging level, the students receive a total of 360 minutes with the minimum of 90 minutes in standalone ENL and 180 minutes in integrated ENL. The additional 90 minutes can be standalone or integrated with ELA or any other content area. The intermediate/Transitioning Level receives a total of 180 minutes with a minimum of 90 minutes integrated ENL and an additional 90 minutes in either standalone or integrated with ELA or any other content area. The Advanced/Expanding level receives a total of 180 minutes of integrated ENL. The Proficient/Commanding level receives a total of 90 minutes of integrated ENL. The ENL teacher uses a combination of pull-out, push-in, and collaborative organization models for instruction, and students are grouped homogeneously. As per policy guidelines, native language support is provided via glossaries, translator/interpreter services, student buddies, and other bi-lingual resources including bilingual libraries.

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

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

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

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

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

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

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

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

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

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

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

The ENL teacher conducts the initial identification process. The re-identification process is conducted by the LPT team. Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal must review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with a qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student as defined in CR Part 154-2.3(i) and may reverse the

determination within this same 6-12 month period. If the principal's decision is to reverse the ELL status, he/she must consult with the superintendent or his/her designee. Final decision notification must be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.

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

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

Instructional strategies include: providing comprehensible input, emphasizing communication and understanding, integrating literacy with content areas, developing vocabulary, incorporating the writing process, demonstrating the conventions of English (spelling, grammar, punctuation), using graphic organizers, and using cross-cultural connections. These strategies are implemented along with Balanced Literacy, the school-wide literacy model - Expeditionary Learning, Science and Social Studies Units of Study, Go Math for K-8, and CMP3 Math for 6-8. All students receive differentiated instruction based upon language proficiency level, learning styles, and individual need. We also use "On Our Way to English" in small teacher directed groups. The students also use Imagine Learning for K-2, and ESL Reading Smart for 3rd through 8th grade to accelerate English language acquisition through the use of computers. The students also have ipads. They are able to access google for translation and dictionary.com for vocabulary acquisition. A variety of tests are translated into the students' native language. We also have CMP3 books in Spanish. Chapter 408 ensures all IEP's services are met for ELL-SWD students

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

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

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

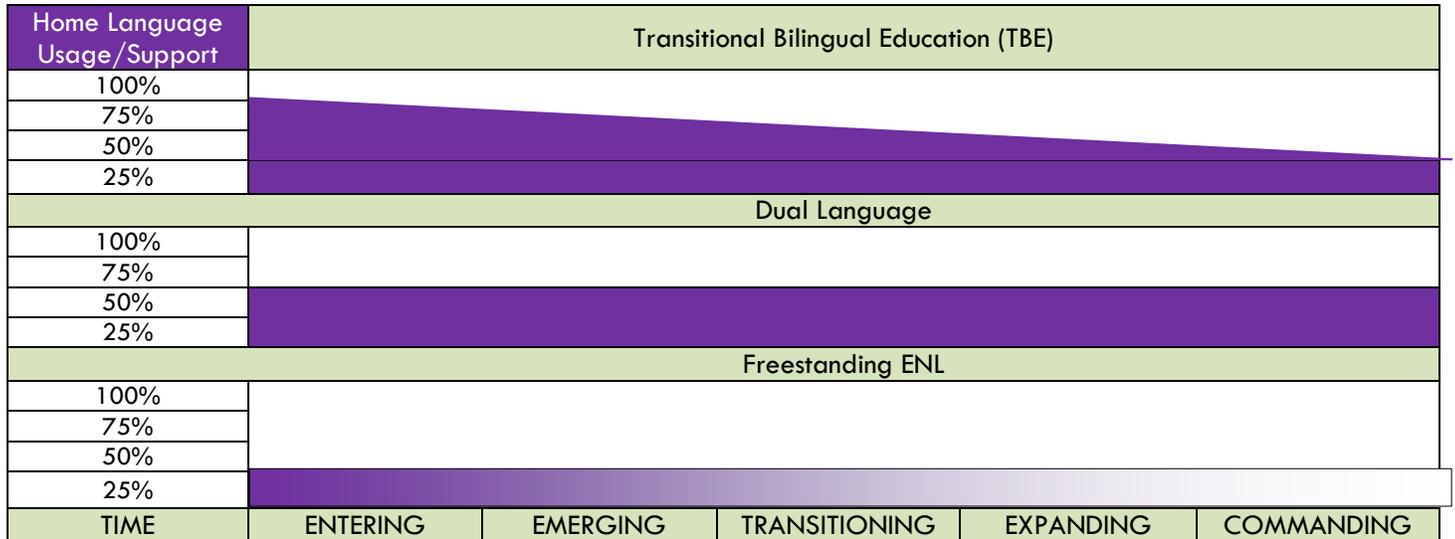


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

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

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

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

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

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

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

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

We will not be discontinuing any ELL programs.

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

The ENL teacher serves as advisor and student advocate in the school for all ELLs. Students are encouraged to participate in all aspects of school life (music, the arts, athletics, social events), and ELLs are invited to participate with clarification and encouragement from the ENL teacher and administration. The ENL teacher and Parent Coordinator make every effort to communicate opportunities for the schoolwide enrichment programming open to all students (e.g. Millenium and OST). All ELL students are eligible to participate in the 2 afterschool programs which offer homework assistance, sports, arts and crafts, and technology classes.

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

The instructional materials used in the ENL Program include: ENL classroom libraries (Kindergarten through Grade Five), Oxford Picture Dictionaries and Content Picture Dictionaries with workbooks, Scholastic Children's Dictionaries, FrontRunner Literacy Program, Steck-Vaughn Vocabulary Connections - A Content Area Approach, Flash - Grammar and Writing, PCI Reading Program and SRA Photo Library. The ENL teacher uses technology such as ESL Reading Smart and the Imagine Learning Computer Program, internet resources, graphic organizers, charts, literature, poetry, guitar instruction and music appreciation, and NYSESLAT preparation materials. Students use laptop computers in all groups. Instructional materials are differentiated according to age and proficiency level. Hands-on projects are stressed overall, and the use of realia and other manipulatives are a standard for all sub-groups. All resources are age and proficiency level appropriate.

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

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

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

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

All ELL's are placed in their appropriate grade level based on birth dates. The ENL teacher strives to ensure that required services for ELLs do support their learning at all ages and grade levels. The ENL teacher collaborates with the classroom teachers to promote the academic success of all ELL students. The teachers communicate the needs of their students, and the ENL teacher makes sure that the proper resources are available at all ages and grade levels. The special ed provider along with the ENL teacher will adapt and modify instructional materials as well as insure all ELL-SWD's receive the services and resources mandated as per the IEP.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

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

19. What language electives are offered to ELLs?

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

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Not Applicable

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

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The ENL teacher provides professional development for the entire staff each year so that all personnel are made aware of the components of the ENL Program, current data trends, and new methodologies. The topics for professional development include: Identifying ELL students through the Home Language Information Survey, NYSITELL and NYSESLAT testing administration, style and results data, language acquisition and proficiency, ENL methodologies, cultural sensitivity/parental involvement, challenges for ELL students and how they can be supported as they transition from one school level to another, and use of technology support such as Imagine Learning and ESL Reading Smart.

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

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

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

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Communication is vital to successful transitioning at P.S. 207. Being a K-8 school, teachers and administrators strive to make the ELL transition a successful experience through articulation and orientation of students as they make the change to the upcoming grade. From Grade 1 to Grade 2, students move to the new building, and they receive an orientation prior to the start of the school year. Students transitioning to the P.S. 207 Fillmore Academy (the school's middle school 6-8 component) also take part in an orientation. The guidance department is an integral part in the high school transition. They attend all mandated DOE training. The guidance counselor meets with each student individually to discuss options for high school and helps choose schools that would best meet their needs and future aspirations. Students are guided through the application process, and given information and study skill training to prepare for the demands of the new year. All ELL students are part of this process, and the ENL teacher reinforces the information to ELL students, offering clarification and translated information to families if needed.

4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

The ENL teacher participates in workshops and seminars throughout the year and turnkeys this information to the staff at regular monthly faculty conferences and other professional development sessions. A minimum of fifteen percent of the required professional development hours for all teachers prescribed by CR Part 80 is dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrated language and content instruction for English Language Learners. For the ENL

teacher, a minimum of 50% of the required professional development hours are dedicated to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrated language and content instruction for English language learners. The continued focus for this year is on literacy instruction and how to improve strategies for a more rigorous and challenging curriculum for ELLs in order that they may be competitive with Non-ELL counterparts in their educational career and beyond. Sign-in sheets and agendas reflect topics and participation.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Parents are an active component of the P.S. 207 community. All parents are invited to participate in a variety of events, and parents are strongly encouraged to attend monthly PTA meetings and events. The ENL teacher and Parent Coordinator are in constant communication, and they work together to address the needs of all parents of ELLs. As a team, they create surveys to elicit areas where parents need assistance, they provide information, translation and interpretation assistance, and foster a sense of care, concern and advocacy. During workshop sessions, parents are instructed as how they can better offer support for their child's educational process. The student's language development progress, language proficiency assessment results, and language development needs are discussed with the parent/guardian. In collaboration with the content area teachers, content area needs are also discussed. Parents are also contacted on Tuesday afternoons during parent engage time to discuss any issues that need to be addressed. Materials are provided in the native language wherever possible, and additional staff in the school provide Spanish, Urdu, and Italian translation of workshops as well. Other translators (such as Chinese, Arabic, and Russian) are made available as necessary.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [*ELL Policy Reference Guide, Parent Selection and Program Placement*](#) section.

To inform parents of the three instructional models available in New York City, the parent/guardian views the Parent Orientation video. Attendance records, staff members present at the orientation, and languages used other than English are recorded and maintained in the HLIS binder. After parents are informed of all three program models at the parent orientation, schools provide parents with a Parent Survey and Program Selection form. The parent must return the completed and signed form within 5 school calendar days. ELL parents are contacted by phone, email, letters, and in person to ensure all forms are returned. If the parent does not return the form within the 5 calendar days, the student must be placed in a bilingual program if one exists at the school; otherwise the student is placed in ENL. The school documents and includes attempts to gather initial parent selection preference. The parent's first choice is entered as noted on the selection form into the designated screen in ATS (ELPC). The Parent Survey and Program Selection Form is retained in the student's permanent record. It is accessible for State and City audits and reviews. A copy of the completed Parent Survey and Program Selection Form can be provided to the parent upon request. All documentation is maintained in the HLIS binder which is stored in the ENL room.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

Parents are an active component of the P.S. 207 community. All parents are invited to participate in a variety of events, and parents are strongly encouraged to attend monthly PTA meetings and events. The ENL teacher and Parent Coordinator are in constant communication, and they work together to address the needs of all parents of ELLs. As a team, they create surveys to elicit areas where parents need assistance, they provide information, translation and interpretation assistance, and foster a sense of care, concern and advocacy.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

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

5. How do you evaluate the needs of the parents?

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

6. How do your parental involvement activities address the needs of the parents?

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

D. Additional Information

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

Paste response here:

Part VI: LAP Assurances

School Name: <u>207</u>		School DBN: <u>22K207</u>	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mary E. Bosco	Principal		1/1/01
Noreen Alvarez	Assistant Principal		1/1/01
Donna Pimpinella	Parent Coordinator		1/1/01
Donna Kelly	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
Rachel Weiner	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Deborah Getman, Ed.D	Coach		1/1/01
	Coach		1/1/01
Nora McCarthy	School Counselor		1/1/01
Julie Bove	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
Una Devlin	Other <u>Data Specialist</u>		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **22K207** School Name: **P.S. 207, Elizabeth Leary**
Superintendent: **Mrs. B**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learn DOE.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

We continue to review all data available including the school report card, home language surveys. The home language identification survey includes a section where parents provide their written and oral preference for communication with the school. In addition, our meetings with new parents continue to support the finding that the number of non-English speaking parents is increasing. Very often, a student is not considered an ELL after screening and subsequent NYSITEL testing; yet one or more parent at home speaks a language other than English. Our Parent Coordinator has created a data base of parents who prefer communications in a language other than English, which was collected during the registration process. This list is increasing and is now over 100 families. The school will also identify the preferred language of written communication using the RAPL report in ATS. The RAPL is printed every September and January. A DOE "preferred language form" will be provided to each new family to confirm the preference on RAPL. A DOE "preferred Language Form" is provided to each newly registered student. The Language Access Coordinator will update the Translated Document each September and June, and whenever a new student is registered or a request is made by a parent. Students are also given Emergency Contact cards on the first day of school. On these cards, there is also a section for preferred written and oral communication. We make every effort to provide translated documents and interpretation services to these families. The Office of Translation and Interpretation's data base also proves to be a viable resource for written communications as well as telephone interpretation. In addition, bilingual staff provides translated communiques whenever possible for other "in-house" writing.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Predominant languages in our community include English, Chinese, Spanish, Bangladesh, Romanian, Russian, Italian, Arabic, Urdu and Haitian Creole.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Parent Handbook, all letters sent home regarding schedules, academics, conferences, family activities.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

The formal face-to-face meetings at our school include orientations, and parent-teacher conferences. The ENL teacher has an orientation for all newcomers to inform parents of the three instruction models available in New York City. These meetings are held within the mandated 5 days from enrollment. There are 4 parent teacher conferences throughout the year. The first one is an orientation informing parents of expectations and is referred to as "Family Night". Family night will be on September 17, 2015. Additional Parent-Teacher Conferences will take place on November 5, 2015, March 3, 2015, and May 12, 2016.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

The school provides all Department of Education forms and letters in the parents' home language where available. Written translation services are provided in-house by both classroom teachers and parent volunteers. The Parent Coordinator assists in contacting volunteers or staff members to provide written translation. We continue to update our data base of translated materials in Spanish and French such as

parent conference information, promotional letters, and other class announcements. The school is in the process of updating the school website, and this information will eventually be available electronically as well.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

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

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

All staff members will be acclimated to using translation services during Faculty Conferences, via memos and emails.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

P.S. 207 provides written notification to parents of their rights regarding translation and interpretation services in the appropriate languages along with instructions on how to obtain such services. This letter

is given to all parents in September and whenever a new students is admitted to the building. Signs are posted in the main entrance in each language indicating that all written translations can be found in the main office of the building. School based letters are sent to the Department of Education's Translation and Interpretation Unit for translation of letters that our staff cannot translate themselves.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

We have created a survey for parents in order to gather feedback.