

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): **10X207**

School Name: **P.S. 207**

Principal: **MARIA ROSADO**

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Public School 207 School Number (DBN): 10x207
Grades Served: PreK-2
School Address: 3030 Godwin Terrace Bronx, NY 10457
Phone Number: 718-796-9645 Fax: 718-796-4537
School Contact Person: Hector Echevarria Email Address: HEvhevarriaJr@schools.nyc.gov
Principal: Maria Rosado
UFT Chapter Leader: Hector Echevarria
Parents' Association President: Consuelo Hernandez
SLT Chairperson: Hector Echevarria
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Maribel Felipe
Student Representative(s): _____

District Information

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

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Jose Ruiz
Director's Office Address: 1 Fordham Plaza, Bronx, NY10458
Director's Email Address: JRUIZ2@schools.nyc.gov
Phone Number: 718-741-5835 Fax: _____

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)
Maria Rosado	*Principal or Designee	
Hector Echevarria	*UFT Chapter Leader or Designee	
Consuelo Hernandez	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Alexandra Kravitz	Member/ Staff	
Ileana McGeever	Member/Staff	
Madeleine Ferrer	Member/Staff	
Maria Teresa Checo	Member/Parent	
Maribel Felipe	Member/ Parent	
Lucero Lazaro	Member/Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Jessica Lino	Member/ Parent	
	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.

P.S. 207 is a community where all students, staff, and parents collaborate with each other. We address, accept, and meet the needs of individuals, and create an atmosphere where learning, creativity, and participation take place. The members of our community will be life-long learners and will become active participants in our school and society. We will be able to improve our overall ability to communicate effectively by developing our critical thinking and decision making skills.

Mission

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

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

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

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

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

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

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

The following collaborations will continue to enhance our community relations / communications: (1) Dream-yard arts organization works with our teachers and students during the school day and after school; (2) Lehman College- NYC Math Project works with our teachers and students; (3) John F. Kennedy Interns provide a dual purpose. They provide our school community with extra support in working with students in the academic as well as the social-emotional arena. At the same time, we are building effective work habits to support them with their future careers; (4) LINC-Literacy INC. will bring Library Power, and help support our efforts in working alongside us with the senior citizens of the Marble Hill Center; (5) Bronx Community College and Lehman College will work with our school, having their students

do internships to fulfill their coursework, and benefit from the exposure to an educational setting as they plan for their future professions. We are also looking to expand our collaboration with other community based organizations.

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

What the school does well

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

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

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

Common tasks and assessment criteria that are aligned to the school's focus on select Common Core Learning Standards (CCLS) in reading, writing with informational texts, or communication of problem solving in math, are used on each grade level. A school-wide commitment to providing meaningful feedback to learners derived from these tasks and assessments is evidenced in classrooms as teachers help students individually or in guided partnerships as they make use of grade-level rubrics, "attribute charts" and suggestions on post-it notes to reflect on their progress and revise work. Young students explain that feedback helps them understand how they are learning and the next steps for improving their work. While working collaboratively with their peers, teachers analyze student-learning patterns from common grade-level unit tasks and adjust instructional plans. For example, the first grade team observed students having difficulty in using varied sentence starters in writing an animal report and decided to explicitly attend to this skill during interactive writing experiences. As a result teachers internalize learning outcomes, adjust instruction, and have observed student gains on formative assessments on more rigorous targeted skills such as staying on topic.

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

Teachers regularly engage in team based inquiry-oriented professional collaborations resulting in shared leadership, mutual accountability for improved practice, impacting student learning. (4.2)

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

Analysis of student data from math constructed response problems and benchmark assessments in reading or writing performance tasks is a common practice on both grade-level and vertical teams. Teachers on each grade-level who work in general education transitional bi-lingual or special education settings come together to investigate how to serve students whom they share. This includes discussing how to differentiate grade-level content, devising multiple entry points to common lessons, strategizing about needs of groups of struggling students, and sharing best practices. The second grade team discussed strengths and weaknesses in student work relative to the goal of moving all students to proficiency in writing. It was noted that SWDs needed help in comparing and contrasting both sides of an argument and supporting their arguments with textual evidence. It was also noted that students made gains in developing an introduction and conclusion. This type of structured professional collaboration typically results in improved teacher practice and progress toward student learning goals for sub-groups of students. This is evidenced in part by present year gains of 33.5% by SWDs in reading on DRA assessments and 59% of ELLs moving at least one level in math.

The principal and assistant principal (AP) have implemented a system for classroom observation and feedback aligned with a research-based teaching framework that has created a school-wide instructional focus resulting in professional growth. (4.1) In support of the development of new and veteran teachers, the principal and AP conduct short, frequent classroom visits to observe teaching, examine room environment, and to look at student work. They then craft feedback and next steps based on the Danielson teaching framework, and provide levels of performance and actionable comments for improving teaching. Early in the year, teachers identify professional growth goals aligned to this

framework that are documented and tracked to note progress in target growth areas. Administrators record this information and summarize trends to assess progress towards the school's instructional focus on coherent planning and strategies like questioning and student self-assessment techniques. Additionally, the framework's content is embedded into professional discussions to build an understanding of the descriptive language and expectations for effective instructional practices, a discussion that also focuses on items like displays of student work, homework, and in-class notebooks. This work has furthered the school's commitment to continuous improvement as evidenced by faculty buy-in to the process, teacher reflections, and observed professional growth in use of certain targeted strategies. School leaders and three instructional coaches, one for each in literacy, math, and/or theme, work effectively to incorporate trends from teacher observations and student data into the design of professional development. Data revealed the need for lab experiences focusing on managing flexible student groupings or designing coherent lessons aligned to learning objectives, and appropriate pacing of instruction to meet the needs of diverse learners. Support for teachers is then customized into cycles of in-class coaching support and/or lab site experiences where teachers observe the coach or their peers using a targeted strategy, and as they try the strategy themselves, receive input on how to refine the practice. Teachers also attend workshops outside of school to deepen their knowledge and skill in goal areas and then present to their colleagues. Subsequently, professional growth consistent with the school's goals for improving literacy and math and the City-wide instructional expectations has occurred for teachers.

10X207 School Information Sheet

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

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

Section 5A – 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.

To ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards.

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

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

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

Part 2 – Annual Goal

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, teachers will engage in targeted collaborative professional learning using authentic student work and assessments to continuously refine units of study and daily lesson plans to implement rigorous instruction as evidenced by 80% of K-2 students showing an increase of at least by 5% on the NYC Performance Task in ELA.

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 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>
<p>The Data specialist along with the coaches will provide teachers with school-wide as well as individual student data in the areas of ELA, Theme (S.S. & Science) and math. They will provide professional development activities on interpreting the data and utilizing the information to continue to refine the curriculum units which are aligned with the CCLS.</p> <p>Literacy, Math and Theme coaches will provide staff with the tools and strategies needed to implement engaging unit plans and tasks in ELA, math, social studies and science which are aligned with the CCLS.</p> <p>Teacher teams will meet during common planning time to frame and continue to refine curriculum, assessments, and pedagogy.</p> <p>Teachers will utilize a “Looking at Student Work” using the tuning, Micro-lab, and ATLAS protocol, to gather information about student learning and inform revision of instructional units during teacher team inquiry work.</p> <p>New teachers meet regularly with mentors, coaches and principal to discuss challenges and success as they work to align units of study. Alignment of curriculum units of study to CCLS shifts and cross curricular (reading, writing and theme).</p> <p>Interim ELA task assessments to progress monitor.</p> <p>Professional Development on gaps in the curriculum, assessments, and student work.</p>	<p>Staff</p>	<p>September 2015- June 2016</p>	<p>Staff and Administration</p>

Lab-sites, Borough Office Support on PD, Coaching Cycles, Peer Collaboration, Consultants, AIS, Scaffolding for students, SIOP, UDL, DI, Teacher Teams Fine Tuning and Atlas Protocols for subgroups.	Staff	September 2015- June 2016	Staff
Parent Workshops (CCLS, ELA, Theme, ESL,UDL), Monthly Curriculum Overviews	Staff, Parents	September 2015- June 2016	Staff, Consultants Administration
Promoting Instructional Focus, Teachers Leading Lab-sites, Facilitating Teacher Team Meetings, Character Education, Mission and Vision Statements, SLT, Parent Meetings, Teacher led Workshops, PA Led Workshops,	Staff, Parents, Consultants	September 2015- June 2016	Staff and Parents

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.											
Per session for data analysis for after school meeting											
Per session for after school and per diem for PD coverage											
Scheduled time during the school day for common planning											
Scheduled time during the school day for teacher teams to master and apply the student protocol meetings for new teachers											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
	C4E		21st 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.
ELA Interim progress monitoring in house school-wide K-2 performance task assessments administered in December
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 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.

3.4 The school has established a culture for learning that consistently communicates high academic expectations to staff and students through the implementation of the Danielson Framework and the instructional shifts. (QR 2014-15 pg. 2) To continue to establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations. (QR 2014-15 pg. 2)

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

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

Students who have been identified as needing additional support are reviewed in an on-going fashion by both the Response to Intervention Team (RTI) that meets to select instructional supports for students or the school-based support team (SBST) that collaboratively review cases where a social or emotional need is impeding academic

progress. When necessary, action plans are written for students needing additional behavioral support and the school’s full-time social worker observes students to monitor and aid progress. Paraprofessionals, the school nurse, and members of the school-based support team are available at lunch; students know one of these caring adults will speak to them and they can access an “I’m upset” pass. According to parents, the school’s parent coordinator is available to relay concerns to the administrator as they arise, and teachers make frequent calls or face-to-face contact with families to support student learning. Therefore, the school’s systematic response to student need effectively impacts the children’s personal and academic growth .

Part 2 – Annual Goal

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.

By June 2016, to continue to establish a culture for learning through our RTI structure all students, including ELLs and SWDs, will demonstrate progress of at least 5% increase in positive behavior as measured by the School’s Behavior Survey Skills (Teacher Nomination Form BOY – EOY).

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) 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>
<p>Completed data analysis for each student, observation of implementation of monthly professional development</p> <p>Agendas & Attendance of staff with area of focus</p> <p>Observation of implementation of the student protocol during teacher team planning time</p> <p>Agendas & Attendance of staff with area of focus, and Implementation of such.</p> <p>Character education lessons, student work and bulletin boards emphasizing character traits</p>	<p>Students</p>	<p>September 2015-June 2016</p>	<p>Staff</p>

<p>Student anecdotes, progress reports</p> <p>Observations PBIS, PS 207 Expectations ,</p> <p>Mentor plan to support new teachers with strategies</p> <p>Character Education Program and character education traits</p> <p>NYCDOE Respect for All Implementation</p> <p>PS 207 Student Council</p> <p>PS 207 Student Pledge</p>			
<p>Continued implementation of the school’s RTI action plan to address both academic and behavior.</p> <p>Administer screening tools as well as benchmark assessments to continuously monitor students’ progress both academic and behavior.</p> <p>During Teacher Team meetings follow the “Student Protocol Model” to discuss students, share practices, strategies, challenges and elicit input from colleagues on possible next steps to support students</p> <p>Implementation of NYCDOE Respect For All and attendance mentor program</p> <p>Training of Staff: Dignity Act, ESR, PBIS, Crisis Intervention, Respect for All Attendance mentor plan, Behavior surveys, Character Education lessons,</p> <p>Target small groups for instruction daily as well as SW working with students in the socio-emotional domain.</p> <p>School-wide Traffic Light system used in the classroom for behavior monitoring for Tier 1 and character trait activities</p> <p>to reinforce the Cooling Down Area</p>	Students	September 2015-June 2016	Staff
<p>Parent Workshops led by Social Worker, SBST and Social-Emotional Consultant</p> <p>Character Education Parent Assemblies</p> <p>Character Education Monthly Newsletter</p>	Parents	September 2015- June 2016	Staff, Consultants and CBOS
<p>Teacher autonomy for implementation of RTI, P.S. 207 Expectations, traffic light to monitor Tier I, developing and monitoring Tier II student progress reports, collaboration between staff and parents on behavior strategies and character building traits .</p>	Parents, Staff, Students	September 2015-June 2016	Staff

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.											
Per session for data analysis for after school meeting											
Scheduled time during the school day for common planning											
Scheduled time during the school day for teacher teams to master and apply the student protocol meetings for new teachers											
Budget for consultants											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	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.											
January – Analyze BOY- MOY Student Nomination Forms (Behavior surveys) and OORS data.											
Teacher team meetings to analyze progress and provide next steps as well as during IST meetings adjust action plans											
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.

4.2

Teacher teams consistently analyze assessment data and student work for students they share or on whom they are focused. Distributed leadership structures are in place. (QR 2014-15 pg. 4)

To continue to engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning

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

Tier I-

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

Tier II-

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

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

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

Part 2 – Annual Goal

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, teachers will meet in teacher teams to analyze assessments and student work that targets the need of Tier 2 students. At least 25% of Tier 2 students in K-2 will improve reading skills in order to be able to move from Tier 2 to Tier 1 (BOY-EOY) based on the results of the DRA2.

Part 3 – Action Plan

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: <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. 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Within RTI structure in-school AIS intervention support is provided for students using research based and CCLS aligned with F & P leveled literacy program identified from assessment data as tier II at risk students. Classroom teachers use assessment data to form small guided instruction flexible groups that are reconfigured throughout the	Students	September 2015-June 2016	Staff

<p>school year based on progress monitoring and benchmark assessment data.</p> <p>Teacher programs include 2 periods per week of common planning time. In grade teams, teachers will analyze data obtained from summative and formative assessments to identify students in need of AIS or enrichment activities. Common planning will occur weekly from September to June</p>			
<p>To improve achievement for all students, including ELLs and SWDs, the following professional development activities will be offered to staff to improve teacher effectiveness in delivering instruction and providing feedback in ELA:</p> <p>Educational consultant will facilitate workshops with the ELL/SWD teachers and classroom teachers to provide teachers with the skills and strategies necessary to deliver the ELA to ELLs/SWDs students as well.</p> <p>Coaches will work with Special education achievement coach to review curriculum maps on each grade to ensure the units are in alignment with CCLS and informed by data. Coaches in turn will work with teachers on the grade during teacher teams meetings to turnkey.</p> <p>ESL teacher and coaches will provide teachers with demonstration lessons and feedback regarding ELL strategies used in conjunction with the Literacy and Theme curriculums. She will support teacher teams as they develop ELA units and tasks for ELLs. Network ASE, will facilitate PD activities for teachers of SWDs. Monthly activities will include the development of literacy strategies in alignment with the grade level CCLS</p>	Staff	September 2015-June 2016	Staff, Administrators, Consultants, Network Support
<p>Parent Workshops (CCLS, ELA, Theme, Technology, MYON, ESL,UDL, IEPs), Parent Conferences to discuss progress and intervention strategies, Homework Sheets, Family Engagement Folders,</p> <p>Monthly Curriculum Overviews, Classroom Events</p>	Parents	September 2015-June 2016	Staff, Administration
<p>Teachers Leading Lab-sites, Facilitating Teacher Team Meetings, Parent Meetings, Teacher led Workshops, PA Led Workshops, School wide Events, Open Houses, Assemblies, Learning Walks</p>	Students, Staff, parents, CBOs	September 2015- June 2016	Staff, Parents

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>District instructional support specialist, ELL teachers, SE teachers, classroom teachers</p>
<p>District Special education coach, grade and subject area teams</p>

District ELL specialist, ESL and classroom teachers

District ASE and SE teacher(s)

Per Session

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

X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A	X	Title III, Part A	X	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.

In January-February MOY Assessments are administered (i.e. DRAs, ECLAS 2, Math, Theme, Writing Tasks), reviewed and use the data results to refine curriculum, instructional practice and assessments. The collaboration between teacher teams helps articulate on the grade and across the grades gaps and strengths.

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

- 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.

1.2 To continue to develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products (Quality Review 2014-15)

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

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

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

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

Part 2 – Annual Goal

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–Specific, Measurable, Achievable, Relevant, and Time-bound.

By the end of June 2016, administrators will conduct at least 4 observations per pedagogue, providing targeted feedback and create structures that support teachers’ best practices using Danielson’s Framework for Teaching, to improve teacher pedagogy in Domain 3: Instruction (BOY-EOY) as measured by Advance.



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) 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>
<p>School leadership will ensure instruction is aligned with the Danielson Framework that supports the implementation of the Common Core standards and shifts.</p> <p>Supervisors, in collaboration with teachers, will develop an individual Professional Growth Plan for each teacher.</p> <p>Supervisory staff will meet individually with teaching staff to review student data and develop plans for improving individual student achievement.</p> <p>Administrative and Instructional team members will work collaboratively to set up a schedule and observation protocols aligned with Danielson competencies. Attendance and agendas, from planning sessions and professional development activities will provide evidence of staff progress.</p> <p>By February, completion of two supervisory observations with associated lesson plans for each teacher will provide evidence of improved instructional practice.</p> <p>Completion of and individual professional growth plan for each teacher.</p> <p>Complete the initial review of student data and the action plans for improving individual Tier II students’ achievement.</p> <p>Determine a tentative calendar of teacher observations based on both the level of teacher experience and need. Samples of</p>	<p>Staff and students</p>	<p>September 2015- June 2016</p>	<p>Teachers and Administrators</p>

supervisory observations and lesson plans will provide evidence of staff progress			
Align feedback to address each individual teacher's student population. Provide professional development to address SWDs, Tier 2 , ELLs and Tier 1 students both strength and needs Develop next steps feedback for teachers using a collaborative inquiry approach.	Parents	September 2015- June 2016	Staff, Administration and Parents
Provide immediate feedback and quicker turn-around- time on feedback follow up. Use different means of communication for on-going pedagogical growth. Schedule teacher led lab-sites on a monthly basis for best teaching practices. Continue the peer collaborations among teachers. Schedule Professional Goal Plan BOY, MOY, EOY to discuss progression of goals set by teachers. Sharing Information on Advance Web Application and Intranet. Distribution of Monthly Curriculum	Teachers	September 2015- June 2016	Administration
Parent Workshops on CCLS and shifts, SLT meetings, Monthly Curriculum Overviews	Parents	September 2015- June 2016	Staff, Administration and Parents

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.											
Time for professional development, per session and per diem											
Scheduled time during the school day for individual conferences with each teacher and an administrator											
Scheduled time during the school day teacher observation and pre and post-conferences											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	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.

In January we will do the MOY Advance data analysis using the dashboard to see progress on each domain. Data will be used to plan next steps for individual teachers as well as on grade or school-wide patterns/trends.

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.

3.4 To continue to establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations. (Quality Review pg 1)

The current school’s family outreach structure was continued as evident through the practices of the Family Engagement folder, Curriculum Overviews and School Calendars which serve as communication tools, as well as parent workshops in order to involve parents in the school’s shared beliefs and partner with families to support student progress. Parental involvement continues wherein data from the parent surveys is used to refine structures and practices. Outcomes and expectations are shared with the parents via Family Engagement Folders, PTC, PID and SLT meetings. Additionally, existing practices and structures have been deepened to provide means of improving opportunities for parental and family feedback. Parents and families have increased opportunities to come to parent workshops offered on a wide range of topics to meet the needs of all students, as well as participate in school-wide events and celebrations such as Portfolio Day and Author Celebrations in order to deepen a shared culture of learning and high expectations. The phone messenger is used as a tool to communicate lateness, attendance and special events. The Parent Coordinator and Parents Association support parents to extend and deepen communication of expectations for students. The Parent Association has emerged as a strong force in offering parents additional opportunities in our school. The PA President along with the Science Teacher work together to maintain the school garden. They have hosted celebrations of Earth Day and teaching both children and parents healthy eating habits using home grown plants. The PA has also hosted many other school activities which ties school, home and community to highlight the positive of our school community. The PA has come forth to work collaboratively with the school to inform parents of their rights, how to support their children and how they can emerge as leaders by becoming active participants in our school’s daily life.

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

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.

During the 2015-16 school year, there will be expanded opportunities for parent engagement within the school in order to strengthen the home-school connection that will impact learning; which will result in a 5% increase in parent involvement as measured by parents’ attendance rate.

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>
<p>Planning and implementation of a Family outreach plan</p> <p>Parent Orientation/Family Night Event/</p> <p>Open House for Parents</p> <p>Portfolio Share</p> <p>Monthly implementation of parental workshops</p> <p>Student recognition events</p> <p>Monthly School-wide Events for parents</p> <p>Family Engagement Tuesdays</p> <p>Family Engagement Folders</p> <p>Parent Association Bulletin Board</p> <p>Communication Appointment Binders</p> <p>Monthly Curriculum Overviews</p> <p>Parent Coordinator’s Corner</p> <p>Phone Messenger</p> <p>Homework Sheets</p>	<p>Parents and families</p>	<p>September 2015- June 2016</p>	<p>Staff, Parents, Administration</p>

Parent Notices			
Monthly Character Education Newsletter			
ELL and SWD workshops IST Meetings IEP Meetings IEP and ESL Teacher Support SBST Support Conferences with parents for students' Progress Report Updates and input	Parents and students	September 2015- June 2016	Staff, Consultants, Administration
Parent Workshops led by staff, parent coordinator and outside agencies School wide Events Invites throughout the year Classroom Activities Collaboration with parents for students' progress update	Parents and students	September 2015- June 2016	Staff, Consultants, Administration
Progress Report Report Cards Instructional Focus School Comprehensive Educational Goals SLT Communication Bulletin Boards	Parents and Community	September 2015- June 2016	Staff, Administration, Parent Association

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.
Common planning time for Principal, assistant principal, parent coordinator, selected teachers Staff attendance at Parent Orientation/Family Night/Open House for Parents Parent coordinator's planning and hosting of parent workshops Staff attendance at Student recognition events Family Engagement Tuesdays
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A	X	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.

MOY- In January analyze parent participation rate from September to December 2015.

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)	MOSL –DRA, NYC Performance Task,	CKLA Unit Test, Direct Instruction and/or Guided Reading, , Project Read Small group instruction and projects	Small group, 1-to-1	During the day, after school
Mathematics	NYC Performance Task, Unit Tests and School based Assessments	GO Math Small group instruction and projects	Small group, 1-to-1,	During the day, after school
Science	School based Assessments	Small group instruction and project-based	Small group	During the day
Social Studies	School based Assessments	Small group instruction and project-based	Small group	During the day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Behavior Skills Survey, Teacher Observations	Counseling, play therapy, conflict resolution, Socialization , Coping skills, character development	Small group, 1-to-1	During the day

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.					
X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		Non-Title I

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, 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	289,065.00	x	Section 5A,5B,5C,5D,5E

Title II, Part A	Federal	234,483.00	x	Section 5A,5B,5C,5D,5E
Title III, Part A	Federal	15,492.00	x	Section 5A,5B,5C,5E
Title III, Immigrant	Federal	0	x	NA
Tax Levy (FSF)	Local	1,969,851.00	x	Section 5A,5B,5C,5D,5E

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.

PS 207 Parent Involvement Policy (PIP)

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

P.S. 207 School-Parent Compact (SPC)

Public School 207, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards 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;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;

- arranging opportunities for parents to receive training to volunteer and participate in their child’s class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department 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.

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 10	Borough Bronx	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 Maria Rosado	Assistant Principal Leigh Betancourt
Coach Diane Carrero, Literacy	Coach Janet Parry, Mathematics
ENL (English as a New Language)/Bilingual Teacher Jong Suk Pressey	School Counselor Ruth Torres, Social Worker
Teacher/Subject Area Alexandra Kravitz, Data	Parent Consuelo Hernandez
Teacher/Subject Area Maria Garcia, AIS	Parent Coordinator Alex Rodriguez
Related-Service Provider Carmen Arias, Bilingual Speech	Borough Field Support Center Staff Member Wladimir Pierre
Superintendent Melodie Mashel	Other (Name and Title) type here

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	2	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	2
Number of certified bilingual teachers currently teaching in a bilingual program	4	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	1
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	2

D. Student Demographics

Total number of students in school (excluding pre-K)	373	Total number of ELLs	149	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 type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
-----------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	If yes, indicate language(s): Spanish
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	22	28	23											0
Dual Language	0	0	0											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	149	Newcomers (ELLs receiving service 0-3 years)	149	ELL Students with Disabilities	19
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	0	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	74		8							0
DL										0
ENL	75									0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____	25	26	23											0
SELECT ONE _____														0
SELECT ONE _____	0													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	15	3	17											0
Chinese	0	1	1											0
Russian	0	0	0											0
Bengali	0	0	0											0
Urdu	1	0	0											0
Arabic	3	1	3											0
Haitian	0	0	0											0
French	0	0	1											0
Korean	0	0	0											0
Punjabi	0	0	0											0
Polish	0	0	0											0
Albanian	0	2	0											0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of 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)	8	8	3											0
Emerging (Low Intermediate)	1	10	1											0
Transitioning (High Intermediate)	8	13	5											0
Expanding (Advanced)	9	21	16											0
Commanding (Proficient)	19	10	17											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 AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND 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														0

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									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.
 1. Early Literacy Skills are measured via ELSOL, ECLAS2, EPAL, Mondo assessments in Kindergarten, Estrellita in Bilingual classes, EDL and DRA2. Based on the results of the data, English Language Learner's as well as monolingual students still struggle with the vocabulary development and higher level comprehension skills. The information helps us in the revision of the curriculum calendars and in planning differentiated instruction that will meet the students' needs, consider learning styles in the delivery of instruction in the classroom as well as design activities that scaffold students' learning to provide additional supports and promote rigor to extend their learning.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Data from NYSESLAT and NYSITELL reveal that students across all grades K, 1 and 2 are deficient in listening, reading and writing skills. Instruction will support growth in these areas.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))
 Our school is working towards achieving target goals for AMAO1 and AMAO 2. Teachers of ELL's assess their children utilizing the following periodic assessments: EDL, DRA, ECLAS2 and ELSOL. Overall, our ELL population seems has fared well in the Speaking portion of the NYSESLAT. This will impact instructional decisions as support will be needed across all grades to move the children through proficiency levels and show adequate growth by the end of the school year as measured by the NYSESLAT in Listening, Reading and Writing . In addition to their prescribed number of mandated minutes in ENL instruction, ENL students will be part of our Literacy based after school program, Guided Reading and Enrichment Clubs . There is also a focus on Differentiation of Instruction using ENL methodologies via the Universal Design Model. All teachers have a Data Binder that houses the scores for all students on Periodic Assessments. Teachers also set interim goals for the class and individual students as needed to achieve long term objectives. Teachers refer to student scores frequently to drive lesson planning, align curriculum maps on respective curriculum teams, to formulate goals and objectives and to create flexible small groups within their classrooms for more targeted instruction. When evaluating the success of our programs for ENL's the following is reviewed: student work is examined for growth and progress, in house assessments

are looked at, portfolios, unit tests, conference notes, interim goal check ins and observations. The final indicator would be their NYSESLAT test scores.

4. For each program, answer the following:

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

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

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

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

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

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

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

When monitoring student progress, the assessments (administered in both languages for bilinguals), teachers' observations and classwork are taken into consideration to see the students' growth or lack of growth and plan instruction accordingly. Data based on NYSITELL, LAB-R in Spanish as well as the NYSESLAT that identify students as Entering, Emerging, Transitioning, Expanding or Commanding is examined and utilized for appropriate instructional planning. With respect to TBE Language Allocation the ratio between Home language and English shifts as they move along as they move along the leels of progression. A student Beginning/Entering would receive instruction in English 25% and Home Language 75%, Low Intermediate/Emerging would receive instruction in English 40% of the time and Home Language 60% of the time, Intermediate/Transitioning would receive instruction in English 50 percent of the time and Home Language 50%, Advanced/Expanding would receive instruction 75% of the time and Home Language 25% of the time. ATS report RPOB provides cultural background and this information is shared with classroom teachers in addition to NYSESLAT proficiency levels. Content area teachers use paralinguistics, visuals and hands on instruction to support students english language skills. They provide ample opportunities for students to develop their BICS and CALP while applying the skills, concepts or strategies during instructional time. The school makes sure that ELL students in monolingual classrooms are measured based on the outcome of the language objectives as well as the ESL teacher's input. These become essential components in determining the support that the child should be provided to facilitate development of their second language. Both bilingual and ESL students language development of their second language. Both bilingual and ESL students language development is closely monitored through assessment results to determine correlations and patterns which impact the revision of pedagogy and/or curriculum maps.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the 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?

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

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

Although the ultimate measure of success is the scores from the NYSESLAT, scores in each strand are examined and trends are identified that impact instructional decisions for the following school year. We measure their growth on an on-going basis by

administering BOY, MOY and EOY assessments in the content areas as well as interim assessments. Utilizing these tools, we are able to get a picture of the whole child and can then determine what supports are working or not working. If the supports aren't sufficient, then we have to determine what changes should occur in our instructional program in order to increase achievement within our ELL population.

Part IV: ELL Identification Process

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

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.
Our ESL teacher has permanent TESOL certification, an ESL license, as well as a common branch license for Pre-k to 6th grade. At registration, the ESL teacher administers the Home language Identification Survey to new NYS admits in grades K-12 as well as those who have not been in a NYS public school for 2 or more years. We have downloaded from the DOE website HLIS in a variety of languages to accommodate parents in their preferred language as well. HLIS are given to parents in their preferred language. Students who have not been in a NYC or NYS public school for 2 or more continuous years are eligible to go through ELL identification process again. Once the HLIS is completed the ESL teacher determines home language based on HLIS results, which include an interview with the student and parent in the language of preference. The NYSITELL is then administered to only those students whose home language is not English and eligible for the NYSITELL. NYSITELL eligibility is determined from an in-depth interview and review of work. Students entering NYS public schools with an IEP will be reviewed on a case by case basis by the Language Proficiency Team to determine if the student has language acquisition needs and should take the NYSITELL. Once the NYSITELL has been administered and test results have been reviewed from the RLBA ATS report, if it is determined the child did not pass the NYSITELL, they are then administered the Spanish LAB to determine dominant language. Schools then determine ELL status, do the parent orientation meeting, send parent entitlement/non-entitlement letters along with parent survey within 10 school days. Our school sends the entitlement letter of ELL status notification within 5 school days letting parents and guardians know the results and informing them that they have the right to appeal the ELL status within 45 days of enrollment. The ELL is then placed in ELL program within 10 days but parent is informed they can appeal the decision within 45 days of initial enrollment. Copies of parent ELL notifications and letters must be kept in students' cumulative folders. Schools will also provide parents with annual and individual meetings to discuss their child's progress in addition to already existing meetings.
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).
Upon completion of the Home Language Identification Survey, all steps outlined prior will be taken to determine ELL eligibility. Based on the information provided by the parent when asked to indicate prior schooling a determination will be made to continue with the SIFE Identification Process for students that are newly identified as ELL's and are in grades 3-9 and are at the beginner/entering or low intermediate/emerging level of proficiency as indicated by NYSITELL results. If all of this criteria is met the SIFE Identification Process will continue with an oral questionnaire and the LENS Literacy evaluation. Our school currently has students from Pre-K to grade2 however, in the event that we do have SIFE students in the future our plan is in place.
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).
Students entering NYS public schools with an IEP will be reviewed on a case by case basis by the Language Proficiency Team to determine if the student has language acquisition needs and should take the NYSITELL. If it is determined by the ENL teacher that the student should take the NYSITELL she then identifies ELL status, conducts parent orientation meeting, sends parent entitlement/non-entitlement letters along with parent survey within 10 school days or 20 days if the student has an IEP. ENL teacher must send the entitlement letter of ELL status notification within 5 school days letting them know the results and informing them that they have the right to appeal the ELL status within 45 days of enrollment. The ENL student is then placed in an ENL program within 10 days but parent is informed they can appeal the decision within 45 days of initial enrollment. Copies of parent ELL notifications and all letters are kept in students' cumulative folders. ENL teacher also provide parents with annual and individual meetings to discuss their child's progress in addition to NYCDOE formal Parent Teacher Conference days. If at any point parent's are in need of translation our school utilizes the I Speak Card to assist parent in identifying thie native language. Once language is determined, our ENL teacher, an administrator or our Parent Coordinator can call the Translation and Interpretation Unit to request a translator in the parent's native language.
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.

Once the parent has made their choice as to which program they want for their child, students are placed in their respective classes for the school year, either a Bilingual class or a monolingual class with ESL services. During parent orientation after parents view the video that explains all of their options, they are allowed to make their choice and fill out the Parent Choice Form. Once this is filled out, the parent will receive a placement letter and an entitlement letter on the spot if they are new to the NYS public school system. If the child passed the NYSITELL, the parent will receive a Non-Entitlement letter via student backpack, a formal appointment with Ms. Pressey and lastly, U.S. mail return receipt requested if all else fails. Parents of ELL students who took the NYSESLAT exam will receive a letter stating what their child scored and whether they will continue to receive ESL or Bilingual/ESL service or not based on their NYSESLAT score. ELL students who are placed in the monolingual class based on parent choice, will also receive a letter indicating that these students will receive ESL services by Mrs. Pressey, ESL teacher. Students who are in the Bilingual classes will continue in the TBE class. All documents are checked off on a master list for that child as they are returned. All original documents for that child are placed in the child's cumulative record folder and a copy is kept in a binder filed by class and grade in the ESL coordinator's office.

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).

During the parent orientation meeting, parents will be informed that they have the right to appeal ELL status within 45 days of the ELL Identification Process as a result of first time entry or reentry of students who have a home language other than English, and are ELLs and non-ELLs. It will be explained to parent's that the school can initiate a review of the ELL status determination upon receipt of a written request form a student's parent or guardian or a student's teacher(if the writtien request includes written consent from the parent or guardian). It will further be explained to parent's that the Re-Identification Process must be completed within 10 calendar days of receipt of written notice; if consultation with the CSE is necessary, the parent will be informed that the process must be completed within 20 school calendar days. Based on the recommendation of the qualified personnel, the school principal will determine whether to change the ELL status or not. Written notification of the decision in the parent's preferred language must be sent to the parent or guardian. If the recommendation is to not change the ELL status, no further action will be necessary. If the recommendation is to change change the ELL status, the process continues. Upon receipt of signed notification acknowledging the principal's recommendation to change the ELL status from the parent or guardian, the relevant documents and recommendations are sent to the superintendent for review and final decision. Written notification of the decision is sent from the superintendent to the principal, parent, guardian in the parent's preferred language within 10 school days of receipt of the documentation from the principal. If the decision is not to change the ELL status, no further action is necessary. If the decision is to change ELL status the student's program must be modified accordingly. Parents will also be informed in writing of the Re-Identification process.

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.

When a new ELL is identified, parents are invited in via telephone to set up an appointment to view the parent orientation and our school will inform parents of the three instructional models available in New York City, regardless of whether the preferred model is currently offered in our school. To inform parents of newly enrolled ELLs, a parent orientation is held at our school for each parent of a newly enrolled ELL. At this meeting, parents are asked to view the Parent Orientation Video in parent's preferred language which explains to them the three program options available. During the orientation, attendance is recorded via a master sign in sheet in addition to recording staff members present and languages used other than English. We will also use this time with the parent to disseminate information on standards, curriculum and assessments, Common Core Learning Standards as well as our school's expectations for English Language Learners and program goals and requirements for bilingual education and our ENL program. Our school will reach out to the Translation and Interpretation Unit so that communication occurs in a language the parent or guardian best comprehends. Once the parent has viewed the video explaining all three program options, our school will provide the parent with a Parent Survey and Program Selection Form in their preferred language.

Once it has been determined via the NYSITELL that a student is eligible for ELL services, parents are asked to come to school within 3-4 days for a mandated parent orientation. Parents are called over the telephone to set up an appointment time. Parents preferred language is determined by the ENL teacher and arrangements for interpretation are made on a case by case basis. The ENL teacher has a discussion with the parent regarding eligibility of ELL services as well as the program choices offered within the City of New York. The ESL Teacher then informs parents that they will be viewing a video in their preferred language that explains all three program choices. Once the parent has viewed the video in its entirety, the ENL teacher ensures that any lingering questions they may have are addressed. Attendance is taken at this meeting via a sign in sheet, in addition to recording staff members present and the preferred language used.

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.

Our ENL teacher/coordinator gives parents the Parent Survey program Selection form, it is explained to them in their preferred language that they have five school calendar days to return it filled out with their program choice. It is also articulated to parents/guardians by the ENL teacher/coordinator that if the program selection form is not returned to the school within five school

calendar days the student will be placed in our TBE program. Our ENL Teacher, administration and/or our Parent Coordinator communicate with parents via telephone to ensure that Parent Surveys and Program Choice are returned in a timely manner. If communication is not made with parents via telephone, letters reminding parents to return these documents are mailed via US mail with a return receipt requested by our ENL teacher/coordinator. All correspondence and communication is tracked from initial date of distribution to outreach attempts and receipt of document. A master check off list is created and copies are taken and maintained in the ENL coordinator's office. Parent choice is also documented on the ELPC screen in ATS. After the eighteenth school calendar day of initial enrollment, after exhausting all attempts to contact the parent to request return of the Program Choice Selection Form, "parent did not return the survey" on ELPC screen will be entered. Any and all original documents received will be filed into students cumulative folders and copies will be placed into student binders organized by grade and class. Program choice is monitored via a master checklist and is reviewed periodically to ensure that the numbers warrant or do not warrant the opening of another TBE class. The parent's first choice regardless of program availability at our school is what is entered into the ELPC screen. If a parent's first choice is not available at our school, we will inform the parent and provide them with the option of either keeping the student enrolled at our school in an available preferred program placement effective immediately or reach out to the Department of English Language Learners and Student Support to coordinate a transfer to a school that does offer parent's first program of choice. The parent's response and choice will be maintained on record in our school.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. Once parents are given the Parent Survey program Selection form, it is explained to them in their preferred language by our ENL/coordinator that they have five school calendar days to return it filled out with their program choice. It is also articulated to parents/guardians by our ENL teacher/coordinator that if the program selection form is not returned to the school within five school calendar days the student will be placed in our TBE program. ENL teacher/coordinator, administration and/or parent coordinator communicates with parents via telephone to ensure that Parent Surveys and Program Choice are returned in a timely manner. If communication is not made with parents via telephone, letters reminding parents to return these documents are mailed via US mail with a return receipt requested. All correspondence and communication is tracked from initial date of distribution to outreach attempts and receipt of document. A master check off list is created and copies are taken and maintained in the ENL coordinator's office. Parent choice is also documented on the ELPC screen in ATS. After the eighteenth school calendar day of initial enrollment, after exhausting all attempts to contact the parent to request return of the Program Choice Selection Form, "parent did not return the survey" on ELPC screen will be entered. Any and all original documents received will be filed into students cumulative folders and copies will be placed into student binders organized by grade and class.
9. Describe how your school ensures that placement parent notification letters are distributed. Once the students program has been determined based on the steps and protocols outlined above, ENL teacher/coordinator sends out placement letters in the parents preferred language indicating in which their child has been placed. Letters to parents are sent via backpack and via US Mail to ensure that parent's receive notices.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). Once documents in their entirety are obtained such as the HLIS, non-entitlement/entitlement notices, parent program choice forms, etc. they are photocopied. The original set of documents is placed into the cumulative folder of that student. Copies are housed in a binder that is divided into class and grade level. These K, 1 and grade 2 binders are kept in the office of the ENL teacher. Administration also has access to all ENL documentation.
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.
Scheduling of the NYSESLAT is prepared weeks in advance to ensure that all IEP accommodations are adhered to as well as testing room assignments for students that need to be placed into other classrooms for testing. Students eligible for NYSESLAT are identified via RLAT ATS report by our ENL teacher/coordinator or administration. Once the speaking materials are received students are tested one to one by a Bilingual and ENL teacher during the prescribed time period. The other portions of the test are administered over a three day period determined upon consultation with the principal. During the actual administration of each session of the test, attendance sheets are provided so that daily attendance can be taken. Any absent students are notated on the roster. Upon collection of the attendance for that day, any absent students are highlighted for review from the ENL teacher/coordinator. Once the formal testing sessions are over, make up sessions begin for any student that was absent for any portion of the test. All testing and make up testing deadlines are adhered to.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Continued entitlement letters and transitional support letters are distributed by the 15th of September at the beginning of every school year in the parents preferred language by the ENL teacher/coordinator. Letters are placed into an envelope and backpacked with each student. In addition, another copy is mailed to the address on file for that student.
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).

Parent program choice over the last few years has primarily been equal requests for TBE and ESL programs. This year, the majority of parents are requesting ESL services. Program models in our school are currently aligned with program choice. Parent choice is closely monitored. The number of parents requesting each program is tracked and tallied. Programs will be opened up as needed based upon the quantity of parents requesting any specific program.

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.
 - 1A) There are three bilingual, general education classes and one bilingual special education class. We have an ENL stand alone and integrated program for ENL students in grades K-2.

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

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

The bilingual classroom teachers possess Bilingual certification in order to service their population of English as a New Language Learner. Bilingual and ENL teachers also have common preps to plan, receive staff development, and discuss issues that may affect specifically, the ENL population. There are preps and lunch periods given throughout the week that allow the teachers to plan with each of the grades (monolingual counterparts) represented in their classroom.
 - c. DL program. *If applicable.*

We currently do not offer a DL program.
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)?

The mandated number of instructional minutes is prescribed based on proficiency levels. Entering/Beginner and Emerging/Low Intermediate students receive 360 minutes weekly of ESL instruction and Transitioning/Intermediate and Expanding/Advanced students receive 180 minutes weekly using ENL methodologies (CALLA and TPR) and differentiated instruction. Former ELL's are seen by the ENL teacher to fulfill their 90 minutes of mandated services. Each teacher has a schedule posted which indicates the subject area being taught during that time period. In the TBE bilingual classes, the schedule indicates the language of instruction for each subject area and the time frame for each period. In the monolingual classes with ENL students, the ENL periods are indicated based on the entitled instructional minutes for ENL.
 - a. As stated earlier, the teacher's posted schedule indicates the instructional minutes allotted for every period. Subject area is indicated

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

3. Describe how 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.

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

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

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

ENL students are assessed in their native language skills utilizing beginning of the year, middle of the year, end of the year in house assessments in addition to ELSOL and EDL which provide benchmark data. We are also implementing the Estrellita Home Language Arts Reading Program which serves as an initial screener and has evaluative components. Progress monitoring is also done throughout the year.

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

Students are assessed informally throughout the year in addition to the yearly mandated formal assessments required by the state and periodic assessments. Both classroom teachers, RTI Team and ENL teacher review the students status and eligibility to make sure that they are appropriately assessed. Assessment data is analyzed to gain insight into the child and their strengths as a learner. Instruction also focuses on reading, writing, and listening especially during literacy as well as in other content areas where students must listen to a story, respond to it and are allowed opportunities to practice accountable talk via peer to peer discussions.

6. How do you differentiate instruction for 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

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

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

would be offered as well.

b. Newcomer ELL's are supported via differentiated instruction, scaffolding and TPR and CALLA.

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

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

e. Former ELLs must receive 90 minutes per week of integrated ESL for 2 years after testing out.

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.

Between the 6 to 12 month period from the date of the superintendent's notification to the principal, parent/guardian, 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. Monitoring students during the Re-Identification Process 6-12 month period includes the Principal's consultation with the parent/guardian as well as qualified school staff. If the principal after conversation and recommendations with qualified staff, and the parent/guardian believes that the student may have been adversely affected by the determination, the principal will provide additional support services to the student as outlined in CR Part 154 that are aligned with district wide intervention plans. Principal may reverse this decision within this same 6-12 month period. If in fact the principal decides to reverse the ELL status, she will consult with the superintendent or her designee. Notification of the decision will be sent in writing to the parent/guardian in their preferred language within 10 calendar school 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?

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

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?

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

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.

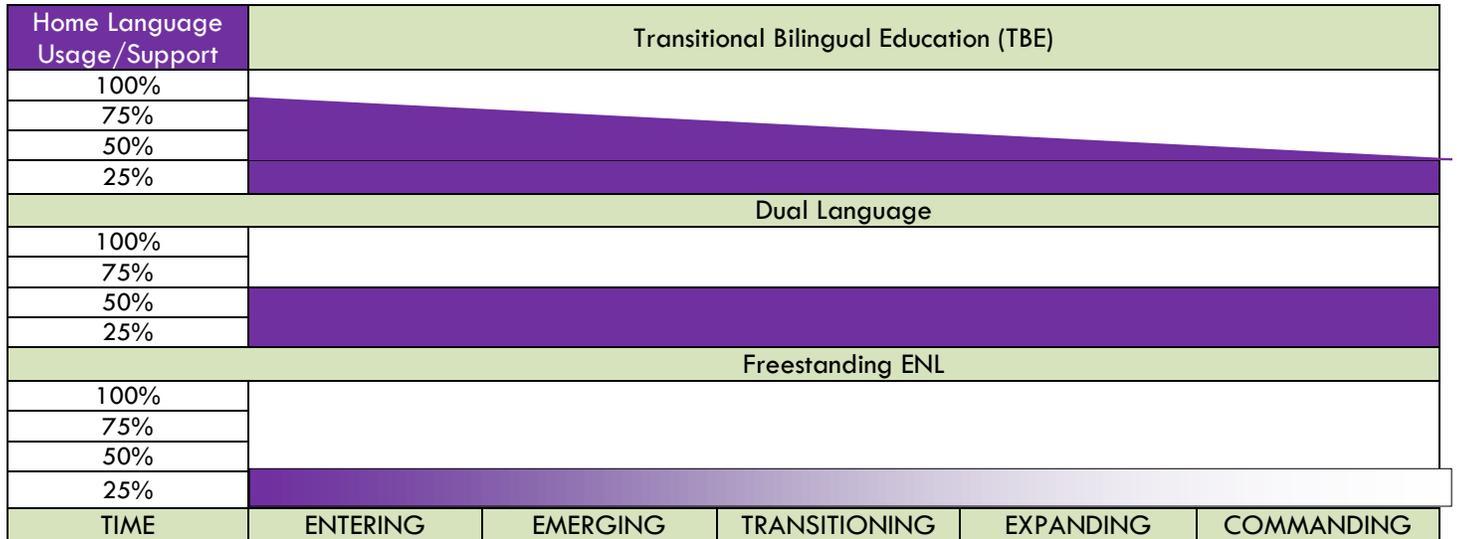


*Note “other approved services” does not apply to New York City at this time.

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

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).

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

19. What language electives are offered to ELLs?

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

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)?

We currently do not offer a dual language program.

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.)
Teacher team meetings throughout the school year offer teachers opportunities to engage in professional development opportunities along with their peers in monolingual classrooms. Also, as per contract, Professional Development Mondays have a focus on academic conversations as well as analyzing work of ENL students. Our ESL teacher, ELL Liaison also models in classrooms and articulates with staff on a regular basis. Ms. Pressey also offers professional development on NYSESLAT preparation to parents and staff as well. We will also be connecting strategies taught during the writing block of literacy to types of writing for NYSESLAT. Along with this, work will continue developing better listening comprehension needed for the NYSESLAT. Students will engage in practice where they would have to listen to an adult other than the teacher to respond to their questions and continue creating instructional opportunities for children to listen and respond to other native speaking adults. Assistant Principals, Educational Assistants, Social Workers, Special Education teachers, Psychologists, Occupational/Physical Therapists, Speech Therapists, our Secretary and our Parent Coordinator also seek support from our Borough Field Office as well as seeking out professional opportunities from the Office of English Language Learners. In addition, staff is supported in house by our Math, Data and Literacy coaches, our Bilingual Social Worker and our Assistant Principal.

2. 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?

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

The unit performance tasks integrate cross curricular subjects and build upon the interdisciplinary connections across reading, writing and theme subjects in order to afford students opportunities to build and draw upon an increased content knowledge base. The literacy cross curricular and math performance tasks are designed as cumulative unit assessments to measure and monitor students' understanding and application of skills and strategies across disciplines resulting in cognitively challenging tasks. The unit performance tasks also serve as interim progress monitoring measurements in order to move students towards achievement of learning target end year goals.

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

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

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.

Our school plans Professional Development on ELL specific topics for all teachers totaling 15.5 hours yearly and 17.5 hours of ELL specific topics yearly for Bilingual/ENL teachers throughout the school year during our Professional Development Monday block of time. All teachers are currently reading Academic Conversations by Jeff Zwier and using the information to have in depth conversations and apply concepts and strategies learned in the classroom. Bilingual/ENL teachers also attend outside Professional Development on ELL specific topics offered by the Office of English Language Learners. In an effort to continue building capacity from within, some of these topics are then turnkeyed to all teachers in our building by our Bilingual/ENL staff. Agendas and sign in sheets for all in house and outside PD are maintained by the coaches, Principal and teachers themselves for record keeping purposes.

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?

In addition to the generally required meetings, our school will be meeting individually with parents/guardians of ELLs at least once a year to discuss the following:

- student's language development process
- English Language proficiency assessment results
- language development needs in all content areas.

Our school will utilize the Tuesday afternoon Parent Engagement block of time after school to ensure that these individual parent meetings for all ELLs occur.

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.

Paste response here:

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

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

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
The school Social Worker, our School psychologist are bilingual which serves as a great resource in communicating and providing help to our parents. Our school has partenered with the following Community Based Organizations to date: RCSN-Resources for Children with Special Needs, Hispanic Federation-Pathways to Academic Excellence and NYC Fire Department-Fire Safety.

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

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

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

Future planning of workshops is based upon parent feedback that addresses topics that parents have expressed interest in hearing and learning more about. In order to involve as much of our parents as possible we try to make the topics of interest and relevant. Our goal is for parents to feel supported and engaged in the learning of their children. We also consider students' academic

and/or social-emotional needs and plan on the patterns or incidents which may be encountered in the school to provide parental support.

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.

Since there is no pre-populated field to enter a response for question number 2 in Part C, the response will be written into this space: Records for individual meetings with ELL parents are documented via sign in sheet as stated in previous sections of this report. Parent's signature, date of meeting as well as reason for meeting will be included. In addition, the language of preference for each individual parent will be notated as well on the same sign in sheet. Phone calls will be logged as well in addition to any correspondence sent out via US Mail. Any and all outreach attempts will be documented and maintained by the ENL coordinator. Parents will be accommodated as needed to ensure there is sufficient communication with them regarding their child's Academic, Linguistic and Social/Emotional progress. There will also be scheduling flexibility so that parents are able to attend meetings as necessary.

Part VI: LAP Assurances

School Name: _		School DBN: _	
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)
Maria Rosado	Principal		
Leigh Betancourt	Assistant Principal		
Alex Rodriguez	Parent Coordinator		
Jong Suk Pressey	ENL/Bilingual Teacher		
Consuelo Hernandez	Parent		
Maria Garcia/AIS	Teacher/Subject Area		
Carmen Arias/Bil. Speech	Teacher/Subject Area		
Diane Carrero, Literacy	Coach		
Alexandra Kravitz, Data	Coach		
Ruth Torres	School Counselor		
Melodie Mashel	Superintendent		
Wladimir Pierre	Borough Field Support Center Staff Member _____		
	Other _____		
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **10x207** School Name: **P.S. 207**
Superintendent: **Melodie Mashel**

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.learnndoe.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.

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

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

Preferred languages in our school for both written and oral communication are as follows:
1. English

2. Spanish
3. Arabic
4. Albanian
5. Chinese

Data on preferred languages for both written and oral communication was taken from the Adult Preferred Language Report(RAPL) in ATS.

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.)

Our school typically sends out communication to families on a monthly basis via a school calendar in addition to other relevant documents throughout the year. At the beginning of the school year, a parent handbook is distributed. We also send out announcements regarding holidays, shortened days, school meetings, testing dates, monthly curriculum overviews, after school programs and workshops. These documents are distributed in english and spanish and translations will be made as determined by parents' language of preference through the Translation and Interpretation Unit.

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.

Our school will hold the required face to face parent meetings in September, November, March and May . In addition to this, our population of English as a New Language Learners will minimally have one additional meeting to discuss student's language development progress, English language proficiency assessment results and language development needs in all content areas. This additional meeting will take place throughout the school year and will be ongoing. Informal interactions will occur as well such as general/targeted attendance meetings, parent workshops across all subject areas, and conversations/meetings with our school social worker as needed.

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.

Whenever possible, translation occurs in house utilizing staff members in our school building. Based on data from our RAPL report, critical information that must go home in writing will be sent to the Translation and Interpretation Unit for translation so that all families have access to important school information. Documents in need of written translation will be sent to the T and I Unit in a timely fashion so parents receive the information at the same time all other families do. We will also utilize the DOE website to seek translation of certain documents that have been translated into different languages already. Messages sent via the phone messenger also support families that speak other languages.

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 previously stated, for face to face interviews, our school will continue to utilize in house staff as much as possible for translation services. In those cases where there is no interpreter for a particular language, we will reach out to the Translation and Interpretation Unit for further support via telephone.

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.)

The Language Access Coordinator can share with staff members during our first faculty conference in September the various components of the Language Access Kit. Language Identification mats will be photocopied and distributed to all classrooms for use when meeting face to face with parents. Our school safety agent which is our initial point person, also maintains a language access mat on her desk. The language access mat is also placed up on the wall in our main entrance vestibule. Other relevant resources from the Language Access Kit can also be emailed to staff members for use with parents. All staff will be provided with the phone number to the Translation and Interpretation Unit as well to use as a resource when communicating with parents whose preferred language is one other than english. Messages sent via the phone messenger also support families that speak other languages.

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

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

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)

Feedback from parents is ongoing and our school provides opportunities for parents to communicate their thoughts on the quality and availability of services. Our primary source of information is the yearly citywide Parent Survey. Parents also communicate via the School Leadership Team as our Parents Association members sit in on all meetings and provide feedback on their constituency.