



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : PS/MS 7 SAMUEL STERN

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 04M007

PRINCIPAL: SAMEER TALATI EMAIL: STALATI@SCHOOLS.NYC.GOV

SUPERINTENDENT: LUZ CORTAZZO

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Sameer Talati	*Principal or Designee	
Barbara Mann	*UFT Chapter Leader or Designee	
Shameicka Phillip	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Benjamin Strat	Member/ Staff	
Jon Kendall	Member/ Staff	
Janna Dodge	Member/ Staff	
Michele Welch	Member/ Parent	
Shimika Witherspoon	Member/ Parent	
Jalessa Williams	Member/ Parent	
Ivelisse Medina	Member/ Parent	

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2012, students in grades 3-8 will increase the depth and sophistication of their reading and writing, raising the percentage of possible open-ended, constructed response points earned on the state English language arts exam from 69.5% in 2010-2011 to 72.0% in 2011-2012.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
In 2011-2012, 31.9% of students at PS/MS 7 achieved proficiency on the statewide language arts exam. An inquiry led to an examination of our curriculum and student work. Here we noticed several gaps amongst various subgroups—in particular ELLs(56.7% of possible constructed response points on the 2011 state ELA exam), students with disabilities (52.5%), and Black or African American students (66.2%). In reading, students need support in finding the main idea, interpretation, and synthesizing. In writing, students need support with structure, composing ideas/claims, and then supporting these claims with textual evidence.
Our claim was further supported by examination of student work. As a community we will align curriculum to the common core learning standards to form consistency and coherence.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - Providing all students with baseline assessments at the beginning of the year.
 - Review of prior years test.
 - Teacher data meetings
 - Utilizing teacher conferencing notes to determine student grouping.
 - Using RTI programs and scheduling techniques such as Leveled Literacy Intervention by Fountas and Pinnell and using Extended day as a means to provide small group intervention.
 - Using common meeting to examine student work and revising curricular calendars
 - Use of U.D.L framework for designing rigorous curriculum.
 - b) staff and other resources used to implement these strategies/activities,
 - Literacy Coach
 - Administrators to provide feedback.
 - CFN 203 team to provide ongoing pedagogical support.
 - Budget will be used to allow for teachers to meet.
 - Professional development from Teachers' College Reading and Writing Project.
 - Curriculum support from Teaching Matters.
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - In September teachers will utilize pre-determined assessment calendar to gather baseline data on each student.

- Revisions will be made based on ELA and mathematics progress.
- Teachers will examine student work.

d) timeline for implementation.

- September 2011: Examine student test results in ELA. Provide all students with baseline assessments, and analyze results—jotting any and all patterns.**
- October 2011: Start meeting in teacher teams to review curriculum and identifying gaps.**
- November 2011: Revising curriculum to meet the needs of our students based on initial baseline data—especially subgroups.**
- December 2011: Provide students with performance task in literacy.**
- January 2012: Meet to analyze results and note any discrepancies from our curriculum.**
- February 2012: Professional developers will lead work to re-align curriculum with adequate scaffolds.**
- March: Provide another round of informal assessments and analyze data.**
- April 2012-June 2012: Review final student data in both ELA. Isolate skills that students will need to address and align to CCLS.**

Strategies to increase parental involvement

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - PS/MS 7 values the opinions of our parental body. As such, we are here to provide them with opportunities to become familiar with the new standards. We believe that having this knowledge, they will be able to provide the necessary support to their children. The staff has developed many ways to reach out to parents in order to be involved with the alignment of the CCLS:
 - Providing informal progress reports 3x/year; 2 formal report cards/year.
 - Workshops to identify parent knowledge of technology.
 - Survey to identify parental need.
 - Principal “town hall” type meetings to provide implications of Common Core

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
 - All staff, currently, are considered highly qualified.
 - We will continue to attract highly qualified teachers through:
 - our HR recruiter
 - partnership with local universities.
 - PS/MS 7 works closely with the New York City Department of Education Fellows Program to attract highly qualified teachers to our school. Potential candidates are invited in for an interview with the hiring team, and asked to conduct a demonstration lesson. PS/MS 7 utilizes the mentoring program to provide training and support to new teachers and guide them in their certification needs. A Literacy coach offer additional support. Professional workshops are offered during and afterschool. The UFT Chapter chairperson at PS/MS 7 provides information and literature regarding UFT course offerings that will satisfy licensing and certification requirements for our new teachers.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

-Contracts for Excellence:

-Literacy Coach Salary

-TL FSF: Per diem for PD and data specialist

-TL FSF Inquiry team per session

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, students with disabilities in grades 6-8 will increase their mathematical reasoning by raising the percentage of number strand related questions/responses on the state mathematics exam from 34.1% in 2010-2011 to 37% in 2011-2012.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

After analysis of the state math exam, students with disabilities answered 34.1% of the questions in the number strand correctly--the lowest in any strand. Students without disabilities answered 59.1% of the questions in the number strand correctly. The discrepancy led to an investigation of the math curriculum and resources available. Math manipulatives and the curriculum do not currently lead to proper differentiation to meet the needs of our students. Our curriculum currently does not emphasize the number strand and spiral the number strand concepts throughout the year—as evidenced by last year's curriculum maps in the middle school. Teachers also received minimal professional development in teaching students with disabilities concepts from number strand.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a) strategies/activities that encompass the needs of identified student subgroups,
 - use of technology via instructional math websites to support student learning.
 - use of math manipulatives to anchor student knowledge.
 - utilizing professional development meetings to target specific need within strand.
 - Use of U.D.L framework for designing rigorous curriculum.
 - Spiraling number strand concepts throughout the year.

- b) staff and other resources used to implement these strategies/activities,
 - CFN math instructional coach
 - grade level meetings specific to subject.
 - Curriculum support from Teaching Matters.
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - After examining student work, teachers will name several strategies to strategically teach.
 - Teachers will use baseline assessment results to form action plan
- d) timeline for implementation.
 - September 2011: Examine student test results in math. Provide all students with baseline assessments, and analyze results—jotting any and all patterns—specifically noting patterns within individual strands.**
 - October 2011: Start meeting in teacher teams to review curriculum and identifying gaps that support number strand concepts.**
 - November 2011: Revise curriculum to meet the needs of our students based on initial baseline data. In addition. Include instructional websites to support student need.**
 - December 2011: Provide students with math performance task as per nycdoe instructional expectations.**
 - January 2012: Meet to analyze results and note any discrepancies from our curriculum.**
 - February 2012: Professional developers will lead work to re-align curriculum with adequate scaffolds.**
 - March: Provide another round of informal assessments and analyze data.**
 - April 2012-June 2012: Review final student data in math. Isolate skills that students will need to address and align to CCLS.**

Strategies to increase parental involvement

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - Host “town hall” type meetings with parents monthly to outline expectations.
 - Provide parents access to websites, research, or social networking sites that foster student need.
 - Use of CBO’s (such as CFY) to increase use of technology at home.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
 - All staff, currently, are considered highly qualified.
 - We will continue to attract highly qualified teachers through:
 - our HR recruiter
 - partnership with local universities.
 - PS/MS 7 works closely with the New York City Department of Education Fellows Program to attract highly qualified teachers to our school. Potential candidates are invited in for an interview with the hiring team, and asked to conduct a demonstration lesson. PS/MS 7 utilizes the mentoring program to provide training and support to new teachers and guide them in their certification needs. Professional workshops are offered during and afterschool. The UFT Chapter chairperson at PS/MS 7 provides information and literature regarding UFT course offerings that will satisfy licensing and certification requirements for our new teachers

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
 - Title I: for instructional website permits
 - FSF: teacher meetings to address curricular gaps
 - Title III: to address the needs of ELL students who also have disabilities (multi-lingual resources—books, workbooks, and software).
 - Title I 5% setaside: to retain and attract highly qualified teachers.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, students in grades 6-8 will increase the depth and sophistication of their reading, and raise their percentage of possible multiple choice, narrative questions on the state English language arts exam from 38.7% in 2010-2011 to 41.0% in 2011-2012.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

After receiving state ELA exam results, the cabinet disaggregated the data. Our findings show that students in grades 3-8 are -10.7% from city-wide average for narrative multiple choice questions, however our students in grades 6-8 are -20.7% compared to the city-wide average. After careful review of curriculum and sequence we identified two major areas to focus on: 1) We need to identify multi-culturally sensitive books that speak to the needs of our students, and 2) a need to realign our curriculum so that we reemphasize the tenets of narrative features shortly before testing.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - Implementing read alouds, guided reading selections, and class novels that identify with the particular needs of the subgroup.
 - Providing RTI via extended day.
 - Incorporating fiction reading as part of their daily routine—even when they are studying non-fiction.
 - Creating in-class heterogeneous groupings to augment student knowledge of fictional texts as they enter book clubs.
 - b) staff and other resources used to implement these strategies/activities,
 - At PS/MS 7 we utilize our CFN support to provide conferring support for teachers.
 - We will include the support of two curriculum coaches from Teaching Matters
 - Our teachers will be used for after-school, extended day instruction.
 - We will utilize Saturday Academy to help students with testing.
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - After examining student work, teachers will name several strategies to purposefully teach.
 - Teachers will use baseline assessment results to form action plan
 - d) timeline for implementation.
 - September 2011: Examine student test results in ELA. Provide all students with baseline assessments, and analyze results—jotting any and all patterns—specifically noting patterns within individual strands. Cross reference with ELA state test results**
 - October 2011: Start meeting in teacher teams to review curriculum and identifying gaps that support narrative feature concepts.**
 - November 2011: Revise curriculum to meet the needs of our students based on initial baseline data.**

- December 2011: Identify children who should attend extended day for target instruction and create curriculum for the time frame.
- January 2012: Meet to analyze results and note any discrepancies from our curriculum.
- February 2012: Professional developers will lead work to re-align curriculum with adequate scaffolds.
- March: Provide another round of informal assessments and analyze data.
- April 2012-June 2012: Review final student data in ela. Isolate skills that students will need to address and align to CCLS.

Strategies to increase parental involvement

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - Host “town hall” type meetings with parents monthly to outline expectations.
 - Provide parents access to websites, research, or social networking sites that foster student need.
 - Use of CBO’s (such as CFY) to increase use of technology at home.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
 - All staff, currently, are considered highly qualified.
 - We will continue to attract highly qualified teachers through:
 - our HR recruiter
 - partnership with local universities.
 - PS/MS 7 works closely with the New York City Department of Education Fellows Program to attract highly qualified teachers to our school. Potential candidates are invited in for an interview with the hiring team, and asked to conduct a demonstration lesson. PS/MS 7 utilizes the mentoring program to provide training and support to new teachers and guide them in their certification needs. Professional workshops are offered during and afterschool. The UFT Chapter chairperson at PS/MS 7 provides information and literature regarding UFT course offerings that will satisfy licensing and certification requirements for our new teachers

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY’12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
 - FSF: teacher meetings to address curricular gaps
 - Title III: to address the needs of Black or African American students (multi-cultural resources—books, workbooks, and software).
 - Title I 5% setaside: to retain and attract highly qualified teachers.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, parental involvement will increase, as evidenced by parents who have indicated through the Learning Environment Survey that they have been invited to a workshop, program, performance, or other event at our school at least once every few months, from 73% in 2010-2011 to 75% in 2011-2012.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

After informally speaking to parents, conducting a needs survey, and observing the learning environment survey we noticed that we were not providing time for families to celebrate with their children. Much like our students, our parents' voices needed to be valued—through workshops, providing free computers at home, and providing an open-door policy with administrators. We are collaboratively creating an environment where parents and children can come in and learn together. We are sharing student work monthly, inviting families to speak about school issues at “Tea with Talati”, and encouraging families to support their children at monthly school-wide activities.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - design needs based assessment
 - Host workshops for non-English speaking parents.
 - Host curriculum night.
 - CFY computer giveaway for 6th grade families.
 - Tea with Talati.
 - Opportunities to celebrate student work on a monthly basis.
 - Open door policy with administration.
 - b) staff and other resources used to implement these strategies/activities,
 - Parent Coordinator
 - Administration
 - All Teachers
 - DOE translation services for our Arabic families.
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - Student outcome for those parents who participate versus those who do not.
 - Teachers call and write home
 - School aides remind parents during dismissal and pick-up.
 - d) timeline for implementation.

-September 2011: Host Take your Father Figure to School Day. Invite local and state politicians. Ask informally parents what workshops they want to participate in. Lastly, message open door policy with administration to all families.

- October 2011: Launch Tea with Talati. An event geared to discuss important issues on the minds of parents. CFY computer giveaway.
- November 2011: Notify families of Thanksgiving Potluck.
- December 2011: Notify families of Holiday Concert.
- January 2012: Notify parents of test preparation and what they can do meeting.
- February 2012: Invite all CBO's to inform parents of how they can be involved through their respective organizations.
- March: Parents plan spring events for children.
- April 2012-June 2012: Meetings around work parents can do with children over the summer.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - Translate all letters that go home.
 - Have translation available for all events at school.
 - Use needs assessment to derive events that parents want.
 - Use parent coordinator to message important information to parents in a timely manner.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
 - All staff, currently, are considered highly qualified.
 - We will continue to attract highly qualified teachers through:
 - our HR recruiter
 - partnership with local universities.
 - PS/MS 7 works closely with the New York City Department of Education Fellows Program to attract highly qualified teachers to our school. Potential candidates are invited in for an interview with the hiring team, and asked to conduct a demonstration lesson. PS/MS 7 utilizes the mentoring program to provide training and support to new teachers and guide them in their certification needs. Professional workshops are offered during and after school. The UFT Chapter chairperson at PS/MS 7 provides information and literature regarding UFT course offerings that will satisfy licensing and certification requirements for our new teachers

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
 - FSF: teacher meetings to address curricular gaps

-Title III: to address the needs of ELL students/parents (multi-cultural resources—books, workbooks, and software).
-Title I 5% set aside: to retain and attract highly qualified teachers.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1	15	12	N/A	N/A			3	
2	10	10	N/A	N/A			4	
3	22	22	N/A	N/A	5		1	
4	35	35					2	
5	28	28						
6	25	25			3		7	
7	25	25			4		8	
8	25	25					3	
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<ol style="list-style-type: none"> 1) Pull out small group during the school day. Students use guided reading books at their instructional levels and work on targeted learning activities in the areas of grammar, decoding and reading comprehension. 2) Great Leaps program is used 4 days a week for 5-10 minutes each day with individual students in elementary grades. 3) Small group instruction during extended day sessions, data from predictive tests, running records and informal assessments is used to plan instruction. 4) ELA Saturday academy consists of reading and writing instruction that is offered 4-5 Saturdays during the months of February and March.
Mathematics	<ol style="list-style-type: none"> 1) Small group instruction during extended day sessions. Students work on targeted learning activities to meet computational needs and problem solving through standards based problems. 2) Math Saturday academy consist of math instruction that is offered 4-5 Saturdays during the months of February and March.
Science	
Social Studies	
At-risk Services provided by the Guidance Counselor	<p>Students participate once a week (or as needed) in individual and/or small group counseling sessions. Guidance Counselor also visit students in their classrooms to observe and give feedback to students regarding their academic behavior and performance.</p>
At-risk Services provided by the School Psychologist	

At-risk Services provided by the Social Worker	Services are either short term (3 months) or long term (3-6 months) depending on the needs of the students. Social Workers meet with students individually, communicate with their parents on a regular basis and makes referrals to outside agencies when necessary.
At-risk Health-related Services	

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 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;

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 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 promptly reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 04M007 **School Name:** PS/MS 7 Samuel Stern

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

During the 2010-2011 school year we did not meet AYP in ELA for our Black or African American students. After careful analysis of the NYS ELA testing data, our children (as compared to other city students) overall performed the worst with questions regarding the narrative strand. This discrepancy was the largest within our middle school students—specifically within our current 7th graders.

Our findings then led us to examine our curriculum. We noticed a curricular gap from when we taught narrative and non-narrative. In the 2010-2011 school year, students encountered two narrative units and then learned about the various non-narrative genres. This year we are modifying our curriculum so that we give equal opportunity for students to experience both narrative and non-narrative genres. We also noticed that the text choice and cultural sensitivity for our Black or African American children were limiting. We are trying to acquire books and other materials that will help engage students.

We also noticed that parental engagement and involvement for our middle school students is the lowest our school based on attendance at various events. We are trying to reach out to parents by holding grade level specific events for parents and students.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

Our literacy team will incorporate interventions throughout the school year to meet the need of our particular subgroup:

- We will use Leveled Literacy Intervention (LLI) to augment reading comprehension.
- Teachers will meet with students in small groups to confer on specific skills.
- Our literacy coach will provide AIS (tier 3) targeted intervention.
- Our extended day program will target our subgroup.
- In the middle school, the principal will host a book club specifically for the students in the subgroup that did not meet AYP.
- There will be a Saturday and Writing Academy where all subgroup students will be invited and mandated to come.
- Our staff developers from Teachers' College Reading and Writing Project and Teaching Matters will provide curricular support along with the necessary resources.

Part B: For Title I SINI Schools Only

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

-Our professional development plan will be used to support our overarching vision of reflective practice. We believe that reflection is a process that involves student engagement, differentiation, celebration of student work, and collaboration. We are supported by the professional development of two very important professional development partnerships: 1) Teachers' College Reading and Writing Project and 2) Teaching Matters.

The work with both partnerships allows us to reflect on student work, revise curricula to meet student needs, and continue to assess and collect student data. We will therefore use the 10% of Title I funds to enhance the current pedagogical methods established within our community.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

We believe in a differentiated approach to meeting the needs of our teachers. Below is how we do so:

- Math for America coach for our first year teacher.
- Teach for American coach for our first year teacher.
- Colleague to colleague mentoring.
- Small group research groups (inquiry)
- Veteran teachers that provide support to first year teachers.
- Intervisitations
- Literacy Coach to monitor and support teacher development in ELA
- Principal and AP to monitor and support teacher development in all instructional areas.
- Network support personnel to guide and support teacher development.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

PS/MS 7 will provide all families a letter, translated if needed, explaining our designation and plan for school improvement. The letter will be backpacked home before January 31, 2012. The Spanish translation will occur via our assistant principal and the Arabic translation will occur through the NYC translation services.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

Part I: School ELL Profile

A. School Information [i](#)

Cluster Leader/Network Leader Charles Amundsen/Dan Feigelson	District 04	Borough Manhattan	School Number 007
School Name Samuel Stern/ STAAR Academy			

B. Language Allocation Policy Team Composition [i](#)

Principal Sameer Talati	Assistant Principal Elsie Calderon
Coach Martha Gutierrez	Coach type here
ESL Teacher Jonathan Kendall	Guidance Counselor Jose Cortez
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Arthur Atell
Related Service Provider Jessica Rivera	Other type here
Network Leader Dan Feigelson	Other type here

C. Teacher Qualifications [i](#)

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	388	Total Number of ELLs	61	ELLs as share of total student population (%)	15.72%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

School Bio: PS/MS 7 is a Pre-K-8 school in East Harlem. Based on program selection forms we only offer ESL.

1. At enrollment, a certified ESL teacher meets with parents of first-time admits and conducts an informal oral interview in English and parent's native language. The Home Language Identification Survey (in parent's home language) is administered by the ESL teacher in the parent's native language and reviewed to determine if a language other than English is spoken at home. If the language code on the HLIS is anything other than English, the Language Assessment Battery Revised (LAB-R) is administered within ten school days of initial enrollment to determine proficiency and eligibility. The Assistant Principal assists with the translation of all interviews conducted in Spanish. Two certified teachers assist with translations in Haitian Creole and French.

1.(continued) All identified ELLs take the NYSESLAT in the spring of each year. Testing dates are scheduled in advanced and parents and classroom teachers are notified in writing. The ESL teacher coordinate and administer the test under the supervision of the Assistant Principal. Parents receive results of the NYSESLAT and information regarding program eligibility for the new school year. This information is given in the form of the Continued Entitlement Letter which informs parents of continued services. Based on the previous year's NYSESLAT results it is determined how many hours of service each ESL students receives.

2. Within the first 10 days after enrollment, parents of eligible students (based on the recorded hand score of the LAB-R) are invited to participate in Parent orientation sessions facilitated by the ESL teacher and Parent Coordinator. They are notified of these meetings by the Entitlement Letter in their home language, they are also notified by phone of the times available for the meetings. If none of the allotted meeting times are possible for the parents, they are asked to provide a date and time that they are available to have a one-on-one meeting. The parents are asked to sign-in on an attendance sheet and are given an agenda and a parent brochure in their home language. The three program choices (Transitional Bilingual, Dual Language and Freestanding ESL) are explained by the DOE video and discussed in these informational and question-and-answer sessions. Parents are informed of the regulation that schools must form bilingual programs when there are 15 or more students speaking the same language in one or two continuous grades for grade K to 8 and parent choice. Parents receive the parent survey and program selection forms for completion. Parents are encouraged to fill out the forms at the conclusion of the orientation, but if not returned at this time, we follow up with phone calls and rescheduling. Parent choice is monitored regularly to ensure that the school is meeting parents' needs. All communication is provided in the appropriate native language. Parent orientation sessions take place at the beginning of the school year as well as throughout the year to accommodate newcomers.

3. We ensure that Entitlement letters are distributed by working together with classroom teachers, who might have a closer relationship with the student's family. The ESL teacher checks with the classroom teacher daily for the return receipt, which is added on as an attachment to the Entitlement letter, if the student has not brought back the return receipt a subsequent letter is sent home until a return receipt is provided to the ESL teacher. The ESL teacher follows up with parents who have not returned the proper documents through

phone calls, if the phone calls do not work, the ESL teacher stays with the student at dismissal and attempts to see the parent and gather the proper documentation. The school is aware that the default program for ELLs is TBE.

4. During the parent orientations, parents are made aware of the three available programs through the brochure in their native language, the video in their native language and a question and answer period in their native language, and are then allowed to choose the ELL program that they feel best suits their child. Parents are informed of the regulation that schools must form bilingual programs when there are 15 or more students speaking the same language in one or two continuous grades for grade K to 8 and parent choice. Parents are made aware that they have the option to transfer out of our school to another school if the program they selected is not available in our school. We keep an accurate and updated file on parents who choose a bilingual program that we are unable to offer as a result of insufficient number of students. Parents who choose a bilingual program are provided with a list of schools that offer TBE in New York City. Parents are told all of this information in their native language.

5. For the past few years the trend in program choices has been free standing ESL programs only. Programs offered at the school are aligned with parent requests. The school checks Parent Survey & Programs Selection forms carefully to ensure that we are in compliance with all mandates and requirements.

For the current school year, the following is a breakdown of program choices.

Of nine eligible Kindergartens: 1 chose TBE, 2 chose Dual, 6 chose ESL

Of thirteen eligible First Graders: 1 chose TBE, 1 chose Dual, 11 chose ESL

Of fifteen eligible Second Graders: 0 chose TBE, 0 chose Dual, 15 chose ESL

Of six eligible Third Graders: 1 chose TBE, 0 chose Dual, 5 chose ESL

Of five eligible Fourth Graders: 1 chose TBE, 1 chose Dual, 3 chose ESL

Of four eligible Fifth Graders: 0 chose TBE, 0 chose Dual, 4 chose ESL

Of two eligible Sixth Graders: 0 chose TBE, 0 chose Dual, 2 chose ESL

Of three eligible Seventh Graders: 0 chose TBE, 2 chose Dual, 1 chose ESL

Of four eligible Eighth Graders: 0 chose TBE, 0 chose Dual, 4 chose ESL

6. Yes, the program model offered at our school, ESL, is aligned with the parents' requests. to questions 1-6 here

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes●	No*	If yes, indicate language(s):
Dual language program	Yes●	No*	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual														0

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Education (60%:40% → 50%:50% → 75%:25%)														
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained	0	0	0	0	0	0	0	0	0					0
Push-In	0	0	0	0	0	0	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	61	Newcomers (ELLs receiving service 0-3 years)	43	Special Education	2
SIFE	0	ELLs receiving service 4-6 years	13	Long-Term (completed 6 years)	5

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 special education. ①

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	40	0	1	15	0	0	5	0	1	60
Total	40	0	1	15	0	0	5	0	1	60

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0

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
Other														0
TOTAL	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	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	7	11	15	5	4	4	2	3	3					54

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Chinese														0
Russian														0
Bengali	1				1									2
Urdu														0
Arabic	1	2							1					4
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other				1										1
TOTAL	9	13	15	6	5	4	2	3	4	0	0	0	0	61

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. 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?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. ESL instruction is delivered through both push-in and pull-out models. Newcomers and beginners mostly participate in homogeneous pull-out services with some push-in to support learning in the content areas. As the students move to intermediate and advanced levels they participate mostly in heterogeneous push-in services, especially at the middle school level. Advanced level students receive 180 hours of services while Beginner and Intermediate level students receive 360 minutes of services. The levels of these students is determined by the LAB-R or NYSESLAT.

2. In order to ensure that students receive the mandated number of instructional minutes of ESL, the ESL teacher along with the Assistant

A. Programming and Scheduling Information

Principal, analyze the needs of the various subgroups and schedule the ESL program accordingly. Beginner and Intermediate students are seen for eight 45 minute periods each week. Advanced students are seen for four 45 minute periods each week. Advanced ESL students receive 180 minutes of ESL and 180 minutes of ESL per week. Proficient students receive additional services based on their progress and ongoing communication with their teachers.

3. Explicit ESL instruction incorporates thematic-based units with language and behavioral objectives for each lesson which are aligned with the New York State learning Standards for English as a Second Language. English language skills are embedded within the content area lessons. Skills-based instruction, including grammar and spelling, supplements each lesson. Students are asked to know the slight differences between content area vocabulary by justifying their responses. Students extrapolate knowledge in content areas through verbal and visual cues. In literacy, students must support their reasoning in essays. Students must also apply cross-content knowledge in their content areas (knowing the names and locations of the continents from Social Studies and applying that knowledge when learning about plate tectonics in Science) Throughout the grades, the units of study are aligned with regular classroom instruction. Writing instruction focuses on connecting activities with the various cultural and personal experiences of our students. For more advanced students, we utilize stories with more complex vocabulary for reading and writing responses, provide guided group work and work on more advanced literacy skills. Students use listening centers in their classrooms and work in small groups to expedite the language learning process.

4. Spanish speaking ELLs are given the Spanish LAB and the results are given to classroom teachers to aid with instruction. Students who cannot yet write in English are asked to write in their home language while other students are writing in English

5. Instruction for ELL subgroups

A. SIFE students: We do not currently have any SIFE students, if we do these students would receive the mandated 360 minutes per week of ESL instruction. They would also participate in our ESL extended day program, participate in small group instruction, and receive intervention services (AIS) using both push-in and pull-out models.

B. ELLs in US schools less than three years:

These students are scheduled for 360 minutes per week of ESL. They participate in our extended day ESL program, Title III programs after school, and in summer enrichment programs. Within the mainstream classroom, small group instruction with language support is provided. These students are invited to participate in our Title III programs after school. They are also invited to participate in our after school school programs in the arts (dance, theater, music) helps to enrich vocabulary and develop cultural awareness.

C. 4-6 year ELLs:

This group of ELLs participate in our extended day program, Title III programs after school. They also receive AIS services and instruction with levels of support as determined by predictive and standardized assessments results. Participation in a variety of enrichment activities provides opportunities for vocabulary development. A majority of these students have difficulties with reading and writing and also have IEPs.

D. Long Term ELLs:

Long term ELLs participate in our extended day program, Title III programs after school. They also receive AIS services and instruction with levels of support as determined by predictive and standardized assessments results. Participation in a variety of enrichment activities provides opportunities for vocabulary development. A majority of these students have difficulties with reading and writing and also have IEPs.

6. ELLs identified as having special needs:

These students are referred to bilingual special education programs if specified on their IEPs or if requested by parents or caregivers. For SETS services, students will remain in monolingual classrooms depending on parental request. Students will use content leveled books and other resources that match their reading level.

7. It is made sure that these students are seen in the least restrictive environment by coordinating and implementing with the classroom teacher a cohesive plan for these students. The plan includes the best time to service the student, what content areas are being focused on in the classroom, and an examination of the student's IEP.

Courses Taught in Languages Other than English ⓘ

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

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

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	English			
Social Studies:	English			
Math:	English			
Science:	English			
Art	English			
Music	English			
Computers	English			
Gym	English			

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	
50%	
25%	

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. In order to streamline ESL instruction with that of the monolingual classroom, the ESL curriculum is fully integrated with all elements of balanced literacy. Factors that determine differentiated instruction/targeted interventions include groupings based on proficiency level, language development level, extent of formal schooling and performance on the LSRW (listening, speaking, reading and writing) components of the NYSESLAT. Our freestanding ESL program also allows ELL students to fully participate in the content areas of Mathematics, Science and Social Studies. The ESL teacher, Principal and Assistant Principal work collaboratively with content area teachers to support the development of ELL students' academic language in the content areas. Running records are used to monitor each students' reading progress. Content area lesson plans include activities and strategies that support the development of ELL students' academic language. Our school follows the Teacher's College unit calendar.

9. Beginning and intermediate level students will receive 360 minutes a week of freestanding ESL services. Students are usually served through a pull-out model offered in 90 minute blocks. Advanced level students receive 180 minutes of services a week mostly through a push-in model. ESL and classroom teachers plan together to align the curriculum and find ways to support ELL students in the classroom. This scheduling facilitates a continuous flow of instruction with limited interruption. Proficient students receive additional services based on their progress and ongoing communication with their teachers. All ELL students receive "time and a half", use of glossaries, separate location, and extra reading of directions as testing accommodations for all New York State Tests. Students who have scored proficient will continue to receive "time and a half", use of glossaries, separate location, and extra reading of directions as a testing accommodation for the following two years.

Transitional support services for ELL's reaching proficiency on the NYSESLAT includes periodic review of students' records. A list of eligible students is updated every school year to ensure that transitional support services are in place. Services include continuation of testing modifications, periodic reviews of student's performance and articulation support for students transitioning to middle or high school.

10. Our school continues to strengthen the Teacher's College Reading and Writing Project Workshop model. This year we are working with the Auguilar Library on East 110th Street to increase our student's access to books.

11. The French language program (LOTE) class during the school day has been discontinued due to staffing. There will be a French after school program.

12. ELL students participate in two Saturday Academy programs. One offers supplemental ELA and Math instruction and the other is an ESL Saturday Enrichment program. ELL students in need of AIS services participate in our extended day program. Fourth through eighth grade ELL students, along with their monolingual peers, participate in an arts oriented after school program sponsored by the 21st Century Program. Students can choose to participate in musical theater, dance, digital photography/poetry, yoga and martial arts. Depending on their choice of club students meet once or twice a week. Students also have the opportunity to participate in sports related activities such as flag football, soccer, volleyball, basketball and softball. Flyers and permission slips are made in English as well as Spanish.

13. ELL students in grades one through eight participate in an after school ELL enrichment program twice a week. Students in 1st through 4th grade use innovative, interesting and fun software that can be fully customized to individual student needs. Lessons include phonics and

B. Programming and Scheduling Information--Continued

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B. Programming and Scheduling Information--Continued

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E. Parental Involvement

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

1. Parents are a priority at our school we have many school wide activities such as: Bring your Dad to school day, Multicultural Night, Family Math Night, Poetry Café Night and Art Show. Parents also attend soccer and volleyball tournaments and basketball games.

2. When appropriate, we contact Community Based Organizations, such as Computer for Youth (CFY), Turner YouthForce 2020, Teaching Matters, Studio in a School. to assist us with workshops or specific services requested by parents. Workshops are done during the day and evenings to accommodate parents' schedules.

3. At the beginning of the school year the school sends a Parent Survey to help us evaluate the needs of our parents and what services we can provide or plan for at the school level. Results of the survey are reviewed and an action plan is developed.

4. Results of the most recent surveys indicate a need to provide workshops/activities such as: understanding grade level literacy and math curriculum, health (asthma, nutrition), ESL classes for parents, understanding the articulation process to middle/high school, understanding the ELA and Math State assessment. aste response to questions 1-4 here

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. The ESL teacher attends professional development held within our school's network. In addition, the teacher also attends calendar days at Teacher's College on the topic of ELLs. Over the summer, the teacher attended a week long ELL Professional Development held at Touro College.

2. The Assistant Principal and Guidance Counselor hold grade level meetings with 5th and 8th grade teachers to explain and discuss the application process. Promotion requirements are discussed and plans are developed to assist ELL students meet promotion criteria. The guidance counselor and his staff also meets with each student individually to discuss their fututre middle school or high school options.

3. Professional development for all staff members is facilitated by our ESL teachers along with the Assistant Principal. Workshops focus on identification of ELL's, second language acquisition, assessing the needs of newcomers, parental involvement, developing academic language through the content areas, and tips to make lessons more comprehensible for all learners. These workshops are presented during staff development days and/or during the monthly staff meetings. All classroom teachers, paraprofessionals, School Based Support Staff, service providers and parent coordinator attend these meetings..

In addition, staff members participate in professional development facilitated by our Network's ELL Specialist. At the beginning of the school year, the Principal meets with the Network's Specialist to plan and coordinate activities for the general staff as well as specific activities for our ESL Teachers. Workshops include topics such as; Using Data to Drive Instruction, Developing Academic Language Through Content Area Teaching, Developing Academic English and Writing Skills, Vocabulary Development through Read Alouds and

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4. Results of the most recent surveys indicate a need to provide workshops/activities such as: understanding grade level literacy and math curriculum, health (asthma, nutrition), ESL classes for parents, understanding the articulation process to middle/high school, understanding the ELA and Math State assessment. Paste response to questions 1-4 here

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	5	7	3	1	4	1	1	1	2					25
Intermediate(I)	2	5	6	2	1				1					17
Advanced (A)	2	1	6	3		3	1	2	1					19
Total	9	13	15	6	5	4	2	3	4	0	0	0	0	61

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	1	3	0	0	0	0	0	0	0				
	I	2	3	1	1	0	1	0	1	1				
	A		4	14	4	5	1	1	1	0				
	P		2	0	1	0	2	1	1	2				
READING/ WRITING	B	3	5	4	1	0	1	1	1	0				
	I		5	4	1	1	0	0	0	1				
	A		1	5	4	4	3	1	2	1				
	P		1	2	0	0	0	0	0	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	0	0	0	1
4	1	4	0	0	5

B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

Additional Information

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

1. To assess the literacy skills of students in grades K-8 we conduct TCRWP running records three times a year.

The data tells us that most ELLs are below the literacy benchmarks that have been put in place. In order to improve our students' scores each teacher with the help of the literacy coach and ESL teacher develops learning goals for each student. These goals are discussed in grade level meetings and are monitored throughout the school year.

2. The results of the 2011 NYSESLAT indicate that 13.9% (10 students) of the 72 ELL students registered at the school during the 2010-11 school year Kindergarten-Eighth grade scored within the proficient level. We exceeded the AMAO 2 target of 12.4%, of students who score proficient, set by the state. Of the rest, 23% scored within the intermediate, 38% within the advanced and 25% scored at the beginner level. Results of students that had taken the NYSESLAT in previous years indicate that 56% (28 students) moved to the next higher level, 42% (21 students) stayed at the same level and 2% (1 student) scored on a lower level. Moreover, students who might not have improved by one full level, may have improved within their level (from a low beginner to a high beginner) This is accurately judged by the AMAO 1 target percentage which was 63.2% for 2011. Our school scored 69.2% and thus exceeded the target, we hope to continue this trend.

An analysis of the four modalities reveals that 75% of students who took the test, and are currently enrolled in the school in grades 1-8, scored at the advanced/proficient levels and 25% scored at the beginner/intermediate levels in listening and speaking. Results of the reading and writing modalities reveal that in these two areas 46% of the students are performing at the beginner/intermediate levels and 54% at the advanced/proficient levels. The analysis of the four modalities reveal an increase in students scoring advanced/proficient in all four modalities.

3. As a result of this scoring pattern, more targeted reading and writing instruction will be provided for all ELL students with additional academic support services; such as small group and guided reading and writing instruction, integration of the teaching of English language skills within the content areas and scaffolding of language learning according to the individual needs of each student.

4. Of the 18 students still enrolled at our school who took the ELA test in 2011, 50% scored on Level 2, 50% percent scored on Level 1. In general, data reveals that during the 2010-11 school year the number of students scoring at Levels 3 and 4 was 32% , 54% of students tested at Level 2, and 14% tested at Level 1.

Of the 19 students still enrolled at our school who took the Mathematics test in 2011, 5% scored at Level 3 and 4, 59% scored on Level 2 and 36% scored at Level 1. One of the newcomers of the 19 students took the test in their native language and scored at Level 1. In general, statistics reveal that during 2010-11 school year the number of students scoring at levels 3 and 4 was 45%, 44% of students tested at Level 2, and 10% tested at Level 1. .

The predictive assessments in ELA and Mathematics provide information that is used to determine exactly what a child has learned and what each still needs to learn. These assessments are administered three times a year to students in grades 3-8. Results of these assessments are used to identify individual academic strengths and weaknesses. Additionally, for ELL students these results are used to plan the scaffolding of instruction for each student. Levels of support within each skill area are mapped out by each teacher for each student in the classroom and are then implemented during individual conferencing periods, small group instruction using skilled-based grouping and guided reading and math groups. Our ESL teachers participate in the analysis of assessment results and plan for the delivery of ESL instruction based on advancing the skill levels of the students with whom they work.

6. The school evaluates success for our ELL program ESL by a culmination of information previously discussed in this document. By collecting writing samples throughout the course of the school year, the ESL teacher is able to determine how each student is progressing and in what areas they continue to have difficulties with. The teacher also uses ongoing assessments in all four modalities of language to evaluate success. The NYSESLAT along with ELA and Math results provide a snapshot of a child on that test day and are necessary assessment tools, we view the child's learning of the English language as fluid process where they need to improve each and every day.

Paste additional information here

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1								1
4	1		4						5
5	1		2		1				4
6	1	1							2
7	1		2						3
8	1		3						4
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	4								4
8	1				1				2
NYSAA Bilingual Spe Ed									0

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

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

B. After reviewing and analyzing the assessment data, answer the following

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- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

Additional Information

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

- To assess the literacy skills of students in grades K-8 we conduct TCRWP running records three times a year. The data tells us that most ELLs are below the literacy benchmarks that have been put in place. In order to improve our students' scores each teacher with the help of the literacy coach and ESL teacher develops learning goals for each student. These goals are discussed in grade level meetings and are monitored throughout the school year.
- The results of the 2011 NYSESLAT indicate that 13.9% (10 students) of the 72 ELL students registered at the school during the 2010-11 school year Kindergarten-Eighth grade scored within the proficient level. We exceeded the AMAO 2 target of 12.4%, of students who score proficient, set by the state. Of the rest, 23% scored within the intermediate, 38% within the advanced and 25% scored at the beginner level. Results of students that had taken the NYSESLAT in previous years indicate that 56% (28 students) moved to the next higher level, 42% (21 students) stayed at the same level and 2% (1 student) scored on a lower level. Moreover, students who might not have improved by one full level, may have improved within their level (from a low beginner to a high beginner) This is accurately judged by the AMAO 1 target percentage which was 63.2% for 2011. Our school scored 69.2% and thus exceeded the target, we hope to continue this trend.

An analysis of the four modalities reveals that 75% of students who took the test, and are currently enrolled in the school in grades 1-8, scored at the advanced/proficient levels and 25% scored at the beginner/intermediate levels in listening and speaking. Results of the reading and writing modalities reveal that in these two areas 46% of the students are performing at the beginner/intermediate levels and 54% at the advanced/proficient levels. The analysis of the four modalities reveal an increase in students scoring advanced/proficient in all four modalities.

- As a result of this scoring pattern, more targeted reading and writing instruction will be provided for all ELL students with additional

Part VI: LAP Assurances

School Name: <u>Samuel Stern/ STAAR Academy</u>		School DBN: <u>04M007</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Sameer Talati	Principal		2/15/12
	Assistant Principal		
Arthur Atell	Parent Coordinator		2/15/12
Jonathan Kendall	ESL Teacher		2/15/12
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Martha Gutierrez	Coach		2/15/12
	Coach		1/1/01
Jose Cortez	Guidance Counselor		2/15/12
	Network Leader		1/1/01
Jessica Rivera	Other <u>Related Service</u> <u>Prov</u>		2/15/12
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 04M007

School Name: Samuel Stern

Cluster: 2

Network: 203

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

Part A: Needs Assessment Findings

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

Assessment was conducted through an analysis of the Home Language Identification Survey of all of the students and families within our school population. We also conducted interviews during our ELL parent orientation meetings and collected related information from classroom teachers and Parent's Association. We also use the blue cards to gather this information.

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

Our findings indicate that of the total population with written and oral translation needs, the majority requires translation into Spanish. Two families require Arabic translation and two families require translation in Bengali. Results of the 2010-11 Learning Environment Survey indicate that 98% of parents who completed the survey strongly agree/agree that the school communicates with them in a language that they can understand. Findings were reported at Parent's Association meetings and general staff meetings. Findings were also reported and discussed with the School Leadership Team.

Part B: Strategies and Activities

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

For our families with Spanish translation needs most Department of Education correspondence is available in that language. Correspondence which needs to be translated is done at the school level by school staff members who are bilingual. In order to facilitate critical communication between classroom teachers and parents, we developed Spanish/English templates of school-wide forms. Staff members at the school also provide written translations in Spanish.

For our families with Arabic and Bengali translation needs we use contracted services through the Translation and Interpretation Unit at the Department of Education if Department's notices are not available in those languages.

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

Oral interpretation for Spanish speaking parents is done with the assistance of bilingual staff members and parent volunteers who act as translators when necessary during parent teacher conference and meetings conducted in school with the parents. Staff members fluent in Spanish include administrators, teachers, paraprofessionals and school aides.

Parents whose home language is Arabic or Bengali, but who are fluent in English, provide oral interpretation services as parent volunteers. Sometimes, siblings attending high school or older volunteer to serve as interpreters for their families.

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

The school provides each parent whose primary language is a covered language and who requires language assistance services with written notification of their rights to receive these services. A sign in each of the covered languages indicating the office/room where a copy of such written notification can be obtained is posted near the primary entrance, adjacent to the security desk.

Procedures are in place for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative offices due to language barriers. Parents are provided with the Chancellor's Regulation A-663.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: Samuel Stern	DBN: 04M007
Cluster Leader: Charles Amundsen	Network Leader: Dan Feigelson
This school is (check one): ✖conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ●Before school ✖After school ✖Saturday academy ●Other:
Total # of ELLs to be served: 53 Grades to be served by this program (check all that apply): ✖K ✖1 ✖2 ✖3 ✖4 ✖5 ✖6 ✖7 ✖8 ●9 ●10 ●11 ●12
Total # of teachers in this program: 4 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 3

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

1) Newcomers and ELL students, in grades K-8 performing at the beginner level, will participate in an after school program that will focus on reading (both fluency and comprehension) and oral language development through the use of ebook readers. This technology will keep students engaged while helping them to increase their English vocabulary and develop reading fluency and comprehension. Students will use applications chosen by the teacher. These applications will be aligned with students needs and instruction will be targeted according to students' skill levels. Twenty eight students, divided in two groups will participate in this program. One group will meet on Mondays and Wednesday, the other Tuesdays and Thursdays, from 3:00 to 4:30 pm from mid January to March, for a total of 30 sessions (15 sessions per group). One certified ESL teacher will provide services.

2) ELL intermediate and advanced students in grades 3-8 will participate in an ELA and Math Saturday Academy. The focus of this program is to offer ELL students additional instructional support in the content areas of English Language Arts and Mathematics in preparation for the NYS assessments. Data derived from predictive and teacher assessments will determine skills to be taught. Students will meet on March 3, 10, 17, 24 and 31 from 9:00 to 12:00 pm. Twenty five ELL students will participate in this activity.

One certified ESL teacher, a middle school certified teacher and two common branch teachers will provide services. The ESL teacher will rotate among classes to provide push in support for ESL students.

Part C: Professional Development

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

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

Begin description here: ESL teacher participate in Network's monthly meetings dedicated to ESL/ELL topics that are aligned with the State standards. Information received at this meetings is turn-keyed to the staff during common planning/professional development sessions. ESL and classroom teachers participate in the Teachers College Reading and Writing Project's professional development which includes specific professional development in reading and writing for teachers teaching ESL students in their classrooms. Throughout the year, teachers also attend professional development activities offered through DOE internal Services, colleges and other institutions that focus on ESL instruction and strategies that support ESL students' learning and academic progress.

In order to continue to develop ESL teacher's expertise and raise ESL student achievement, this school year our ESL teacher will participate in one of QTEL's professional development activities.

Part C: Professional Development

Part D: Parental Engagement Activities

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

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

Begin description here: At the beginning of the school year the ESL teacher and Parent Coordinator send a Parent Survey to help us evaluate the needs of our ELL parents and what services we can provide or plan for at the school level. Results of the survey are reviewed and an action plan is developed. Based on the needs, workshops are planned and scheduled throughout the school year. Parents are notified with flyers, emails and phone calls. Some of the workshops planned for this school year include; 1) understanding the Common Core Standards, 2) understanding the articulation process from elementary to middle and from middle to high school, 3) grade specific promotional criteria, 4) understanding periodic progress reports. Workshops are held during the day and evenings to accommodate parent's schedule.

We are in the process of planning and scheduling technology classes for parents, as requested by many parents through the survey.

Part E: Budget

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

Allocation Amount: \$

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

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
curricula, instructional materials. • Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		