



**Department of
Education**

3 *Dennis M. Walcott, Chancellor*



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : ELIAS BERNSTEIN INTERMEDIATE SCHOOL7 DBN: 31R007

PRINCIPAL: DR. NORA DE ROSA-KARBY **EMAIL:** NKARBY@SCHOOLS.NYC.GOV

SUPERINTENDENT: ERMINIA CLAUDIO

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
Dr. Nora De Rosa-Karby	*Principal or Designee	
J. Caccioppoli	*UFT Chapter Leader or Designee	
S. Cavelli	*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	
J. Mennella	Member/CSA Representative	
J. Hennigan	Member/Teacher	
B. Kronisch	Member/Teacher	
R. Arabia	Member/Parent	
H. Jong	Member/Parent	
R. Pensabene	Member/Parent	
C. Zall	Member/Parent	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

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

By June 2012, 25% of targeted students in grades 6, 7 and 8 who scored at or below level 2 on the 2011 NYS English Language Arts exam will show a minimum of a ten point increase on their raw score as measured by the performance index of the 2012 NYS English Language Arts exam.

Comprehensive needs assessment

According to the New York City Department of Education Progress Report, released in September 2011, our overall score was a 50.6, which ranks us in the top 35% of all city schools and gives us a final grade of a “B”. The Progress Report consists of the following three subcategories: School Environment: Student Performance and Student Progress. In both School Environment and Student Performance, we received a score of a “B” while in the subcategory of Student Progress we received a “C.” This demonstrates a need for the school to improve upon progress in relation to student achievement on the ELA State Exam.

Instructional strategies/activities

In order to attain this goal, the Language Arts Department will continue to implement the Teachers College Curriculum and align the curriculum with Common Core Learning Standards. Professional development opportunities and common planning time on Mondays will focus on enhancing academic coherence throughout the curriculum by integrating the Understanding by Design method. Teachers will focus each unit around a Big Idea and an essential question to design the unit backwards. In addition, teachers will meet during their prep periods to continue planning collaboratively to meet the needs of individual learners. All students will compile a portfolio demonstrating evidence of the writing pieces. Each piece of writing will demonstrate the writing process, academic rigor and utilize standardized rubrics to evaluate student work. The writing pieces and rubrics will be developed by the teachers to align with the Common Core Learning Standards. After analyzing the 2010-2011 Acuity results, the school customized future Acuity to assess the students’ skills in main idea, inference, literal and vocabulary/context clues. The teachers will create benchmarks for the students to help them attain their goal each quarter. In addition, academic intervention services, extended day, lunch-time tutoring, small group instruction, conferencing with students and differentiated instruction will enhance and support instruction and individual student needs. The teachers will infuse technology by utilizing the I-Pad with various educational applications that streamline and enhance classroom routines and curriculum. These routines include, but are not limited, to conferencing, record keeping and lesson planning.

Strategies to increase parental involvement

We will provide a variety of parent workshops based on a needs assessment with a focus on the Common Core Learning Standards and Academic Rigor.

Strategies for attracting Highly Qualified Teachers (HQT)

The leadership that teachers provide in our school is critical to the success of our school. Therefore, it is imperative that our school is staffed with highly qualified effective teachers. During the course of the school year, we closely monitor potential staff vacancies via retirements, leaves and/or transfers to give us an appropriate amount of time to recruit the most highly qualified effective teachers. We recruit highly qualified effective teachers

through the NYC DOE Open Market, NYC DOE New Teacher Finder and a working relationship with the graduate programs of our local colleges and universities. As candidates are recommended to us, we verify their eligibility pertaining to both their local license and the New York State BEDS Survey. If the candidate meets both of these requirements, we schedule them for an interview with our administrative team which includes the principal, three assistant principals, two lead teachers and a subject area specialist. If the candidate demonstrates to our team that they are highly qualified through the interview phase, we then ask them to model a differentiated lesson aligned with the CCLS in their respective subject. At the conclusion of the model lesson, the administration will then make a final determination if the candidate is a highly qualified effective teacher who can be integrated into our school community.

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

FSF

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

By June 2012, 25% of targeted students in grades 6, 7 and 8 who scored at or below level 2 on the 2011 NYS Mathematics exam will show a minimum of a ten point increase on their raw score as measured by the performance index of the 2012 NYS English Language Arts exam.

Comprehensive needs assessment

According to the New York City Department of Education Progress Report released in September 2011, our overall score was a 50.6, which ranks us in the top 35% of all city schools and gives us a final grade of a “B.” The Progress Report consists of the following three subcategories: School Environment: Student Performance and Student Progress. In both School Environment and Student Performance, we received a score of a “B” while in the subcategory of Student Progress we received a “C.” This demonstrates a need for the school to improve upon progress in relation to student achievement on the Math State Exam.

Instructional strategies/activities

The instructional focus of the Math Department is to develop instructional coherence by standardizing a rigorous curriculum that will increase student growth.

In order to attain this goal, the Math Department will analyze data through an inquiry process utilizing Acuity (predictive and customized diagnostic assessments), formative and summative assessments to support data driven decisions that will drive classroom instruction and provide appropriate

interventions such as, AIS services which includes extended day program, small group instruction, peer tutoring, and differentiated instructional strategies. In addition, the analysis of results will determine student progress and aid in establishing student benchmarks in order to target student weakness and apply the aforementioned intervention strategies. Teachers will continue to share differentiated instructional strategies as they work towards aligning curriculum maps with the Common Core Learning Standards during common planning time. In addition, Professional Development opportunities during common planning time will strengthen our academic coherence by working towards standardizing our lessons, teaching points, instructional strategies, rigorous tasks, project rubrics, essential questions and unit exams. The Math Department will also continue to utilize the Study Island Program to provide current data analysis of individual student progress while providing teachers with a venue to recognize patterns of their students and as an aid in developing appropriate and targeted instructional support. Teachers will continue to utilize Study Island data to assign customized, specific skill building tasks in alignment with classroom lessons and targeted needs. Additional staff development will be provided during common planning time, interclass mentoring and study groups, off site workshops, which will focus on strengthening and continuing to develop standardized instructional practices and collaborative planning through the Inquiry Team. Additionally, communication within the community will continue with a Math Curriculum Guide, which informs parents of specific topics students learn, and a timeline for the introduction for each topic. Two professional development days are being planned to provide teachers with time to share best practices and analyze current data, to look for trends and patterns that will aid in instructional decisions.

Strategies to increase parental involvement

We will provide a variety of parent workshops based on a needs assessment with a focus on the Common Core Learning Standards and Academic Rigor.

Strategies for attracting Highly Qualified Teachers (HQT)

The leadership that teachers provide in our school is critical to the success of our school. Therefore, it is imperative that our school is staffed with highly qualified effective teachers. During the course of the school year, we closely monitor potential staff vacancies via retirements, leaves and/or transfers to give us an appropriate amount of time to recruit the most highly qualified effective teachers. We recruit highly qualified effective teachers through the NYC DOE Open Market, NYC DOE New Teacher Finder and a working relationship with the graduate programs of our local colleges and universities. As candidates are recommended to us, we verify their eligibility pertaining to both their local license and the New York State BEDS Survey. If the candidate meets both of these requirements, we schedule them for an interview with our administrative team which includes the principal, three assistant principals, two lead teachers and a subject area specialist. If the candidate demonstrates to our team that they are highly qualified through the interview phase, we then ask them to model a differentiated lesson aligned with the CCLS in their respective subject. At the conclusion of the model lesson, the administration will then make a final determination if the candidate is a highly qualified effective teacher who can be integrated into our school community.

Service and program coordination

N/A

Budget and resources alignment
FSF

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

To provide a rigorous instructional program in Science that will enable students to meet and exceed the State and City content and performance standards in Science. By June 2012, there will be a 3% increase in the number of 8th grade students in all sub-groups scoring at or above level 3 in the spring 2012 NYS Science Performance Test which will effectively improve our overall performance index of 189.

Comprehensive needs assessment

According to the 2011 New York State Report Card, our overall performance index on the NYS 8th grade Science Exam was 189.

Instructional strategies/activities

In the 2011-2012 school year, instruction will be implemented during a 40 minute class period 5 days per week. On a quarterly basis, teachers will create rigorous tasks and rubrics aligned with the Common Core Learning Standards. The rigorous tasks will be designed to show how students are engaged with the content and how they are thinking critically. In addition, all students will compile a Science Portfolio demonstrating evidence of scientific connections and applications, scientific thinking, scientific tools, scientific communication, and scientific investigation. Their portfolio will be aligned with the Curriculum Map in accordance with the Common Core Learning Standards and both the City and State performance standards in Science. Students will show evidence of writing in the content area in their portfolios including, but not limited to the following: lab reports, fieldwork, student observations, and student conclusions. Professional development opportunities and common planning time on Monday afternoons will focus on developing a Curriculum Map aligned with the Common Core State Standards. The Curriculum Maps will focus on academic rigor and instructional coherence, small group strategies, working with secondary and primary sources, developing and implementing student goals, conferencing with children, infusing writing and reading in the curriculum, portfolio assessment, grouping students, differentiating instruction, developing uniform rubrics with all projects and sharing best teaching practices. The use of smart boards and the assignment of a teacher to fulfill the duties of a part-time lab technician will further support instruction. The assistant principal, lead teacher and the data specialist will continue to analyze data to support data driven decisions that will drive classroom instruction and provide appropriate intervention services.

Strategies to increase parental involvement

We will provide a variety of parent workshops based on a needs assessment with a focus on the Common Core Learning Standards and Academic Rigor.

Strategies for attracting Highly Qualified Teachers (HQT)

The leadership that teachers provide in our school is critical to the success of our school. Therefore, it is imperative that our school is staffed with highly qualified effective teachers. During the course of the school year, we closely monitor potential staff vacancies via retirements, leaves and/or transfers to give us an appropriate amount of time to recruit the most highly qualified effective teachers. We recruit highly qualified effective teachers through the NYC DOE Open market, NYC DOE New Teacher Finder and a working relationship with the graduate programs of our local colleges and

universities. As candidates are recommended to us, we verify their eligibility pertaining to both their local license and the New York State BEDS Survey. If the candidate meets both of these requirements, we schedule them for an interview with our administrative team which includes the principal, three assistant principals, two lead teachers and a subject area specialist. If the candidate demonstrates to our team that they are highly qualified through the interview phase, we then ask them to model a differentiated lesson aligned with the CCLS in their respective subject. At the conclusion of the model lesson the administration will then make a final determination if the candidate is a highly qualified effective teacher who can be integrated into our school community.

Service and program coordination

N/A

Budget and resources alignment

FSF

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

To provide a rigorous instructional program in Social Studies that will enable students to meet and exceed the State and City content and performance standards in Social Studies. By June 2012, 3% of the students in grades 7 and 8, who scored at or below an 80 on their final grade point average in Social Studies from June 2011, will show a minimum of a five point increase in their final grade point average in Social Studies in June of 2012, as indicated on ARIS.

Comprehensive needs assessment

As indicated in ARIS in June of 2011, nearly 20% of 6th and 7th grade students scored at or below an 80 in Social Studies on their final grade point average.

Instructional strategies/activities

In the 2011-2012 school year, instruction will be implemented during a 40 minute class period 5 days per week. On a quarterly basis, teachers will create rigorous tasks and rubrics aligned with the Common Core Learning Standards. The rigorous tasks will be designed to show how students are engaged with the content and how they are thinking critically. In addition, all students will compile standardized Social Studies Portfolio demonstrating evidence of getting information, using information, presenting information orally and in written form and identifying and solving problems. Their portfolio will be aligned with the Curriculum Map in accordance with the Common Core Learning Standards and both the City and State performance standards in Social Studies. Students will also show evidence of writing in the content area in their portfolios including but not limited to the following: Analyzing both secondary and primary documents including political cartoons, graphs, timelines, public information speeches, propaganda articles and diaries. In addition to the portfolios department exams and teacher made tests will imitate the format of the former state exams to help prepare students for High School Regents exams. Also professional development opportunities and common planning time on Monday afternoons will focus on developing a Curriculum Map aligned with the Common Core Learning Standards, academic rigor and instructional coherence, small group strategies, working with secondary and primary sources, developing and implementing student goals, conferencing with children, infusing writing and reading in the curriculum, portfolio assessment, grouping students, differentiating instruction, developing uniform rubrics aligned with rigorous tasks and sharing best teaching practices. In addition, we will also plan two professional development days to provide staff with rigorous professional developmental in these aforementioned topics. The assistant principal, lead teacher and the data specialist will continue to analyze data to support data driven decisions that will drive classroom instruction and provide appropriate intervention services.

Strategies to increase parental involvement

We will provide a variety of parent workshops based on a needs assessment with a focus on the Common Core Learning Standards and Academic Rigor.

Strategies for attracting Highly Qualified Teachers (HQT)

The leadership that teachers provide in our school is critical to the success of our school. Therefore, it is imperative that our school is staffed with highly qualified effective teachers. During the course of the school year, we closely monitor potential staff vacancies via retirements, leaves and/or transfers to give us an appropriate amount of time to recruit the most highly qualified effective teachers. We recruit highly qualified effective teachers through the NYC DOE Open Market, NYC DOE New Teacher Finder and a working relationship the graduate programs of our local colleges and universities. As candidates are recommended to us we verify their eligibility pertaining to both their local license and the New York State BEDS Survey. If the candidate meets both of these requirements we schedule them for an interview with our administrative team which includes the principal, three assistant principals, two lead teachers and a subject area specialist. If the candidate demonstrates to our team that they are highly qualified through the interview phase we then ask them to model a differentiated lesson aligned with the CCLS in their respective subject. At the conclusion of the model lesson, the administration will then make a final determination if the candidate is a highly qualified effective teacher who can be integrated into our school community.

Service and program coordination

N/A

Budget and resources alignment

FSF.

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			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	63	44	9	22	60	0	1	0
7	39	31	3	13	75	0	6	0
8	35	16	7	9	50	3	8	0
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	<p>AIS teachers identify students from the data found on the ELAP, Acuity, ELA scores, and teacher documents. They “push in” into a cooperating teacher’s classroom. Selected students are also taken to a separate location for a more intensive session. Whole classes are also taken to the computer lab to work on math skill and problem solving software. Strategies include a multi-modality approach targeting a variety of learning styles: visual, auditory, kinesthetic, and tactile. In addition, deficit areas identified will be task-analyzed with the opportunity for repetitious review. Instruction will be focused within small groups of 5:1 or individualized 1:1 approach. Students’ performance in conjunction with consistent interaction with AIS teacher will provide a basis for immediate corrective feedback. This service is provided after school, 3 days per week to grades 6, 7, and 8. The program matches literacy instruction for the unique needs and strengths of each student. Four essential components of reading instruction are incorporated into the lessons: phonemic awareness, fluency, vocabulary and comprehension. This program maximizes students’ time reading, blends reading or writing into all subject areas, explicitly teaches how to make meaning of texts and gives students opportunities to discuss what they have learned. The Wilson Program is also being used by the Special Education and SETTS Teachers during their regular scheduled classes. It is also being provided during the extended day to the at risk students. The school hopes to continue employ a full time paraprofessional teacher to provide small group instruction for our target population identified by the data team. AIS is also provided through the utilization of Educational Paraprofessionals trained by the lead teacher in collaboration with the classroom teachers. Academic intervention services are delivered during the course of the school day.</p>
Mathematics	<p>AIS is provided through the utilization of educational paraprofessionals trained by the lead teacher in collaboration with the classroom teachers. This service is delivered within small group instruction during class time and also during extended day. Additionally, the Kaplan Unlocking the Keys program is being utilized by all students to target basic foundation skills, and test prep strategies. The school employs a full time paraprofessional teacher to provide small group instruction for our target population identified by the data team. Academic intervention services are delivered during the course of the school day. During the extended day program, AIS is</p>

	provided 3 days per week to grades 6, 7, and 8. The program matches instruction for the unique needs and strengths of each student.
Science	The Pupil Personnel Team will work collaboratively to identify students who qualify for intervention services. These students will be grouped according to their individual needs and will receive the appropriate Academic Intervention Services during the extended day at IS 7. The AIS model includes, but is not limited to small group instruction and 1:1 tutoring. Strategies include a multi-modality approach such as differentiated instruction and use of manipulative which target a variety of learning styles: visual, auditory, kinesthetic, and tactile. In addition, deficit areas identified will be task-analyzed with the opportunity for repetitious review. Academic intervention services are delivered during the course of the school day as well.
Social Studies	The Pupil Personnel Team will work collaboratively to identify students who qualify for intervention services. These students will be grouped according to their individual needs and will receive the appropriate Academic Intervention Services during the extended day at IS 7. The AIS model includes, but is not limited to small group instruction and 1:1 tutoring. Strategies include a multi-modality approach such as differentiated instruction and use of manipulative which target a variety of learning styles: visual, auditory, kinesthetic, and tactile. In addition, deficit areas identified will be task-analyzed with the opportunity for repetitious review. Academic intervention services are delivered during the course of the school day.
At-risk Services provided by the Guidance Counselor	Middle school students are often “at risk” academically, interpersonally, and/or “personally” (self-imposed). In IS 7, these youngsters may be identified formally (through the Pupil Personnel Team) or informally through parent/guardian, staff member or personal individual referral). Support groups in the areas of self-esteem enhancement peer pressure resistance, interpersonal relations, conflict resolution methodology, decision-making skills and career development issues are held for these at risk students during every lunch period for all three grade levels. Peer tutoring frequently is an outgrowth of these groups – particularly for those students whose academic performance has negatively affected their self-esteem. Parent involvement is encouraged and actively pursued for all “regular” members of these “groups.” Telephone and/or in person parental consultation with the counselor is always welcomed; this helps to ensure at home follow-up. Counseling is also provided on an individual basis according to a prescribed schedule for some students; “as needed” and/or crisis counseling is always available. Although confidentiality is respected, teachers and administrators are consulted when doing so is in the best interest of the youngster. In addition, the clinical members of the School Assessment Team (psychologist and social worker) work collaboratively with the guidance counselor in ensuring quality services for all members of the student population. In all cases, evaluations are ongoing; interventions are changed

	<p>and/or terminated, when indicated. In some cases, parents/guardians are encouraged to pursue outside services; referrals often originate from the school counseling staff. Academic intervention services are delivered during the course of the school day.</p> <p>This past June, one of our three appointed guidance counselors retired from the DoE which leaves us with only two guidance counselors to continue producing both mandated and at risk services to our growing population. We have appealed to both the City and our network to replace the retired guidance counselor without any success. As a result, all of the non-mandated services and our positive approach to guidance is in jeopardy which may directly impact our students on both a social and academic level.</p>
<p>At-risk Services provided by the School Psychologist</p>	<p>The primary responsibility of the school psychologist is the evaluation of students referred to the School Assessment Team, their work with at-risk students is more limited than it has been in the past. During PPT meetings, the school psychologist advises appropriate at-risk efforts on behalf of students brought before the team. We routinely consult with teachers, parents, administration and outside treatment specialists and facilities on behalf of students having difficulties. We consult with parents and advise them on techniques for helping their children with academics or refer them to the PASS tutorial program, treatment and evaluation facilities beyond what is available through the Department of Education. We refer students to colleagues in the school, such as the social worker and guidance counselors. When there is a crisis or emergency situation with a student, we are always available though may not be able to work with that student long term for counseling. Academic intervention services are delivered during the course of the school day.</p>
<p>At-risk Services provided by the Social Worker</p>	<p>IS 7 has a number of deeply troubled youngsters, and the social worker sees an average of 40 students a week for at-risk or ERSS counseling in small group or individual sessions. Many students refer themselves or their friends to the social worker and, although she is available only 4 days a week, she had made it a point to be available to all students throughout the years at Bernstein. The social worker consults with and advises their parents. Many parents try to maintain a strong phone relationship with the social worker, seeking advice on how to handle their children in home situations. Teachers frequently consult the school social worker about students who concern them. The school social worker offers the teacher's guidance on how to deal with these students or take the students into whichever one of the groups is most appropriate. The social worker makes referrals for treatment outside the school system and tries to support the parents while they make a commitment to therapy on behalf of themselves and their children. The school social worker also serves on the Pupil Personnel Team. In addition, the Social Worker and our SAPIS Counselor have also done a series of workshops designed to give parents strategies in helping students with maladaptive behaviors. Academic intervention services are delivered during the course of the school day.</p>

At-risk Health-related Services

The nurse will develop and implement individual treatment programs for students in need of health services. The nurse will review medical and health records of students receiving health services for completion of data. The nurse will provide direct health care and emergency first aid to students. The nurse consults with teachers and administrative staff on matters relating to health services. The nurse will also consult with parent/guardian regarding treatment goals, and other recommendations to enhance the student's functional ability within the classroom and home setting.

Currently, none of the students are receiving individualized AIS in health related services. In the event that in the future, students may require AIS for health related services, this will be the plan to follow.

**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 [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Jose Ruiz/ Richard Gallo	District 31	Borough Staten Island	School Number 7
School Name Elias Bernstein Intermediate School 7			

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

Principal Dr. Nora DeRosa Karby	Assistant Principal Joseph Mennella
Coach Judith Dillon, Language Arts	Coach Timothy Imemba, Math
ESL Teacher Danka Amtzis	Guidance Counselor Frank Velez
Teacher/Subject Area Jennifer Hennigan, Math	Parent Sherry Cavelli
Teacher/Subject Area Bart Kronisch, Math	Parent Coordinator Barbara Zaremba
Related Service Provider Emanuel Giardina	Other
Network Leader	Other

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	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	1175	Total Number of ELLs	19	ELLs as share of total student population (%)	1.62%
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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. 

Upon admitting a new student to school, the main office notifies the ESL teacher on the same day. The ESL teacher administers an informal interview with the parent and/or guardian and gives out an appropriate home language survey to the parent/guardian to be filled out. The ESL teacher signs off on all home language identification surveys for all newly admitted students. If there is a need for an interpreter, the DOE Translation Unit is called for over-the-phone translation services. The ESL teacher has permanent New York State ESL certification and permanent ESL New York City license. If a student is eligible for the LAB-R and/or Spanish LAB test, the parents are notified the same day. Upon administering the LAB-R exam, the parents are notified, in writing, about the parent orientation for newly enrolled English Language Learners.

The initial Parent Orientation is scheduled within first 10 days of student enrollment. Every student who is initially administered the LAB-R exam, and is eligible for ESL services, is administered the NYSESLAT every year, until they reach Proficiency level. Parents are notified about the NYSESLAT in writing, in their native language.

At the orientation, parents are provided with ESL brochures downloaded from the DOE website and they also have an opportunity to watch the ESL orientation video and ask questions about the programs presented in the DOE video. At the conclusion of the orientation, the parents fill out Parent Program Selection form. The original form is kept in students' cumulative record folders. During the orientation, the parents are informed about their child's placement and the teacher explains the ESL services offered at school. The communication with parents is in their native language. If a parent needs an interpreter, our school has staff members who speak Spanish, Arabic, Albanian, Italian and Punjabi. For other, lower incident languages, the ESL teacher contacts the DOE Translation and Interpretation for over-the-phone translation services. If needed, the school uses translation funds and hires an outside translator.

Upon reviewing the Parent Surveys and Program selection forms for the past several years, we found that parents consistently choose the ESL program although the Bilingual and Dual Language Programs are also offered to them during the ELL Parent Orientation. As a result, the ESL program in our school is aligned with what parents have been requesting. In addition, we currently do not have enough students who speak the same language to form a self contained ESL, Bilingual class or a Traditional Dual Language class in our school.

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 <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained Push-In							1	1	1					3
Total	0	0	0	0	0	0	1	1	1	0	0	0	0	3

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	19	Newcomers (ELLs receiving service 0-3 years)	9	Special Education	6
SIFE	1	ELLs receiving service 4-6 years	9	Long-Term (completed 6 years)	1

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. [?](#)

	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
Dual Language										0
ESL	9	1	2	9	0	4	1	0	0	19
Total	9	1	2	9	0	4	1	0	0	19

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

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

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
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
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	9																		9	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	9	0	9	0																

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	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									

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: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							2		5					7
Chinese							1							1
Russian							1	2	1					4
Bengali														0
Urdu														0
Arabic							2		1					3
Haitian														0
French														0
Korean							1	1						2
Punjabi														0
Polish							1							1
Albanian							1							1
Other														0
TOTAL	0	0	0	0	0	0	9	3	7	0	0	0	0	19

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?

A. Programming and Scheduling Information

IS7 provides English Language Learners with English as a Second Language Program in grades 6 through 8. A fully certified and licensed ESL teacher provides the instruction. The program for the 2011-2012 school year will be a pull-out model of ESL instruction. In the ESL class, the language of instruction is English. The students in the ESL class are grouped heterogeneously. Based on the most recent NYSESLAT scores, our Advanced students receive 180 minutes of ESL instruction per week; our Intermediate and Beginner students receive 360 minutes of ESL instruction per week. The ESL teacher at IS7 ensures that the ESL curriculum reinforces the general curriculum of a particular grade level. The ESL teacher also provides challenging instruction, including content based instruction. The ESL instruction is closely aligned with the Common Core Learning Standards based ELA instruction. The ESL teacher implements activities which integrate all four skills: listening, reading, speaking and writing. The activities reinforce the general curriculum and the content is always culturally diverse. The ESL teacher is using scaffolding techniques in order to combine ESL and content area instruction. Instruction for ELL students is differentiated based on students' needs. All newly admitted students are placed into age-appropriate classes and the grade advisor uses the "buddy-system" for the remainder of the school year until the student becomes acquainted with the school system. The ESL teacher ensures that there are materials available in a child's native language, especially for SIFE and Beginner level ELL students. All SIFE and Beginner level ELL students are placed in a mandated extended day program, three times a week, where they receive additional academic help in English and Math. Since all newcomer and SIFE ELLs are most likely at the beginning stage of their language acquisition, classroom strategies aim to make the learner secure and comfortable and able to achieve in the ESL classroom as well as the student's regular classroom. For the long-term ELL students and those students who are receiving services 4-6 years, the ESL teacher is using scaffolding techniques in order to combine ESL and content area instruction. The teacher expands on students' attempts to use language, thereby facilitating communication at a level beyond the students' actual linguistic capabilities. By using ESL methodologies and content area instruction, the students do not learn language as an isolated subject. For the 2011-2012 school year, the focus will be on listening, reading and writing.

The instructional strategies and grade level materials the teachers use with the ELL students are as follows:

- Gateway (Steck-Vaughn publisher)- an instructional program with a selection of non-fiction and fiction materials for middle school students.
- Teachers College curriculum in the ELA classroom
- Impact Math program
- Ours World by McGraw Hill for Social Studies
- Glencoe New York Science Program

Our school meets the diverse needs of ELL students by placing them in appropriate classes and grouping them heterogeneously in the ESL classes. Students are offered bilingual dictionaries, materials in their native language and once a week the ESL instruction is delivered in the computer LAB where students exclusively use MAC computers. Self-contained special education ELL students also have access to iPads. Content area teachers have been encouraged to use ESL methodologies and utilize them with the ELLs in their classrooms.

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
Native Language Arts	n/a
Social Studies:	n/a
Math:	n/a

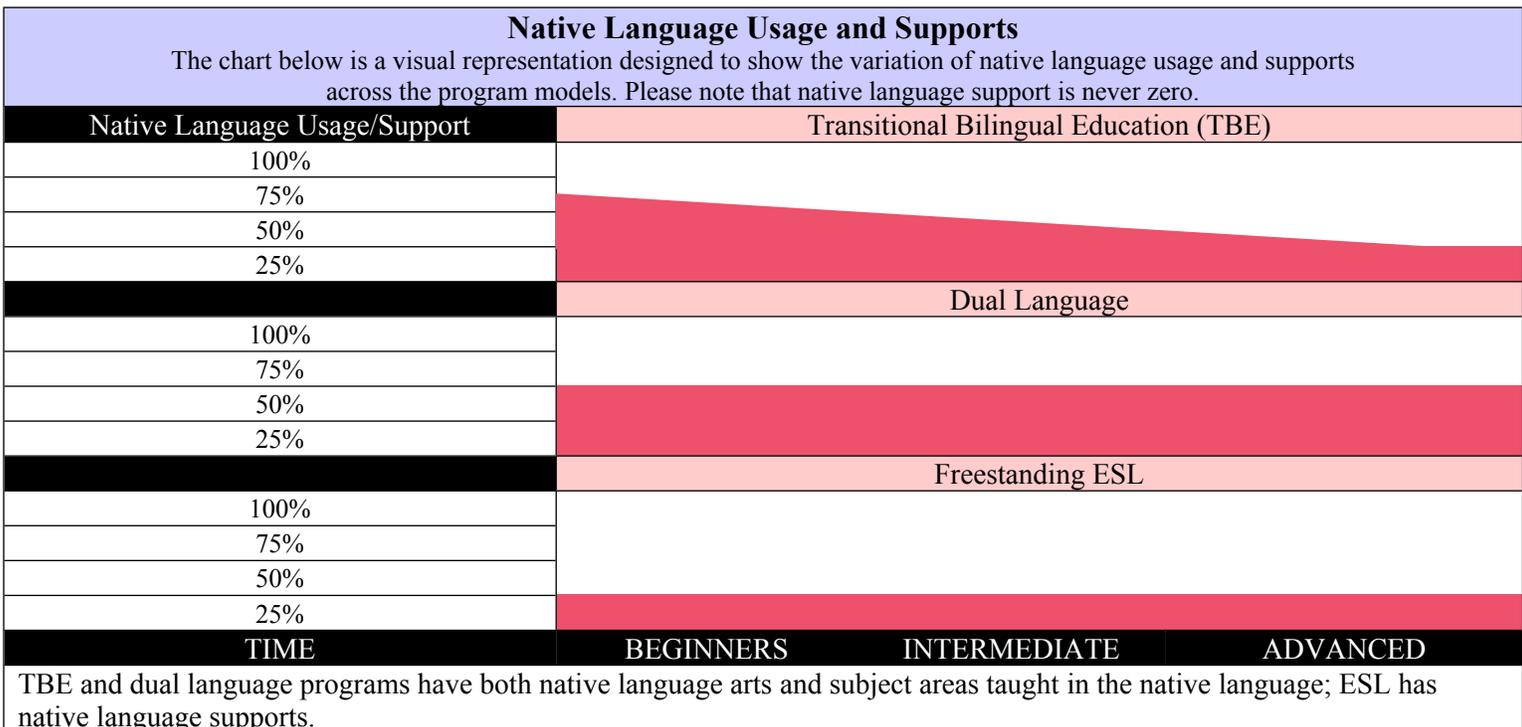
Class/Content Area	Language(s) of Instruction
n/a	n/a
n/a	n/a
n/a	n/a

Science:	n/a

n/a	n/a

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



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?

Targeted intervention programs for ELLs in ELA, math, and other content areas are as follows:

All intervention programs are offered in English. Based on most recent ELA, Math and NYSESLAT scores, we offer students after school program three (3) times per week. In addition, we also offer small group tutoring a few times per week during lunch period. ELL students are also encouraged to participate in the Principal's Book Club twice a year, during lunch periods for all grades.

For those students who have not met the performance standard in listening, teachers use cooperative learning as a means to promote interaction among students. This allows ELL students to interact socially and also enables them to develop confidence in their language skills. Through participation in cooperative learning, ELL students will have a chance to speak and listen. Language arts teachers will implement read-alouds weekly in order to improve students' listening skills. Teachers will use audio and short video clips to introduce a read aloud, build background knowledge and help the ELL students identify the content visually as well as auditory. Students are given opportunities to share their work and ideas among their peers and develop a set of listening strategies that contribute directly to comprehension. Students will also use active listening strategies to comprehend oral communication in a variety of formal and informal situations. They will further improve their comprehension by listening for key words and ideas and requesting clarification of instruction and information.

Beginning level ELL students will be encouraged to select books for their personal interests. They will read stories, short passages, magazines, and non-fiction selections for enjoyment, information and to extend academic language. Teachers will expose students to a variety of genres to meet academic needs of students and to align their instruction to Common Core Learning Standards.

Intermediate and Advanced level ELL students will complete a task that asks them to read and analyze informational texts aligned to selected Common Core Learning Standards. In order to improve reading skills of ELL students and help scaffold understanding, teachers will make the language of the text as tangible as possible. This will be done by bringing visuals, making posters and allowing students to access the internet in order to build the background knowledge needed to better understand texts read in class.

Those students who reach proficiency on the NYSESLAT will be monitored through student Progress Reports and Student Report cards. They will also receive ELL testing accommodations for a period of two (2) years after they reach proficiency on the NYSESLAT.

For the upcoming school year, ELL students will have an opportunity to participate in the afterschool UAU program which offers courses such as Drama, Glee and Art. In addition, they will use the brand new MAC computer lab room every Monday; Special Education ELL students will use the iPads for the 2011-2012 school year. Currently, we do not have any programs that will be discontinued for the 2011-2012 school year. ELLs are afforded equal access to all school programs, and they can sign up for all programs offered in our school, except for the ELA and Math extended day program. This program is mandated, and ELL students are placed in the afterschool program based on their most recent ELA and/or Math scores.

Instructional materials offered in our school are as follows:

Gateways- ELL middle school program for the ESL class

Current strategies for improving student performance in the ELA include the implementation of Teacher's College curriculum within a workshop model classroom. ELLs in grades 6, 7 and 8 are enrolled in an Impact Math program, using a 90 minute block for instruction. As for Social Studies, grade 6 utilizes the world studies program, Our World, by McGraw Hill; 7 and 8 grade students use the American Nation program by McGraw Hill. The Science Curriculum utilizes Glencoe New York Science Program.

In the ESL classroom, native language support is offered by providing students with bilingual dictionaries and for the Spanish speaking students, books in their native language are made available as well. All resources currently available to our ELL students are age and grade appropriate. Spanish and Italian are the language electives offered to ELL students this school year. All newly enrolled ELL students are placed in an age appropriate class and they are always paired with other students who speak their language throughout the school year. This "buddy system" will help facilitate learning and help all newly admitted ELLs achieve a smooth transition to a new school environment.

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?

Targeted intervention programs for ELLs in ELA, math, and other content areas are as follows:

All intervention programs are offered in English. Based on most recent ELA, Math and NYSESLAT scores, we offer students after school program three (3) times per week. In addition, we also offer small group tutoring a few times per week during lunch period. ELL students are also encouraged to participate in the Principal's Book Club twice a year, during lunch periods for all grades.

For those students who have not met the performance standard in listening, teachers use cooperative learning as a means to promote interaction among students. This allows ELL students to interact socially and also enables them to develop confidence in their language skills. Through participation in cooperative learning, ELL students will have a chance to speak and listen. Language arts teachers will implement read-alouds weekly in order to improve students' listening skills. Teachers will use audio and short video clips to introduce a read aloud, build background knowledge and help the ELL students identify the content visually as well as auditory. Students are given opportunities to share their work and ideas among their peers and develop a set of listening strategies that contribute directly to comprehension. Students will also use active listening strategies to comprehend oral communication in a variety of formal and informal situations. They will further improve their comprehension by listening for key words and ideas and requesting clarification of instruction and information.

Beginning level ELL students will be encouraged to select books for their personal interests. They will read stories, short passages, magazines, and non-fiction selections for enjoyment, information and to extend academic language. Teachers will expose students to a variety of genres to meet academic needs of students and to align their instruction to Common Core Learning Standards.

Intermediate and Advanced level ELL students will complete a task that asks them to read and analyze informational texts aligned to selected Common Core Learning Standards. In order to improve reading skills of ELL students and help scaffold understanding, teachers will make the language of the text as tangible as possible. This will be done by bringing visuals, making posters and allowing students to access the internet in order to build the background knowledge needed to better understand texts read in class.

Those students who reach proficiency on the NYSESLAT will be monitored through student Progress Reports and Student Report cards. They will also receive ELL testing accommodations for a period of two (2) years after they reach proficiency on the NYSESLAT.

For the upcoming school year, ELL students will have an opportunity to participate in the afterschool UAU program which offers courses such as Drama, Glee and Art. In addition, they will use the brand new MAC computer lab room every Monday; Special Education ELL students will use the iPads for the 2011-2012 school year. Currently, we do not have any programs that will be discontinued for the 2011-2012 school year. ELLs are afforded equal access to all school programs, and they can sign up for all programs offered in our school, except for the ELA and Math extended day program. This program is mandated, and ELL students are placed in the afterschool program based on their most recent ELA and/or Math scores.

Instructional materials offered in our school are as follows:

Gateways- ELL middle school program for the ESL class

Current strategies for improving student performance in the ELA include the implementation of Teacher's College curriculum within a workshop model classroom. ELLs in grades 6, 7 and 8 are enrolled in an Impact Math program, using a 90 minute block for instruction. As for Social Studies, grade 6 utilizes the world studies program, Our World, by McGraw Hill; 7 and 8 grade students use the American Nation program by McGraw Hill. The Science Curriculum utilizes Glencoe New York Science Program.

In the ESL classroom, native language support is offered by providing students with bilingual dictionaries and for the Spanish speaking students, books in their native language are made available as well. All resources currently available to our ELL students are age and grade appropriate. Spanish and Italian are the language electives offered to ELL students this school year. All newly enrolled ELL students are placed in an age appropriate class and they are always paired with other students who speak their language throughout the school year. This "buddy system" will help facilitate learning and help all newly admitted ELLs achieve a smooth transition to a new school environment.

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)?

Not Applicable

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.

Professional development for all teachers is ongoing. All teachers of ELL students will participate in Professional Development workshops offered in school during half-days and student non-attendance days designated for professional development. Every Monday, the teachers meet in teams and work collaboratively planning instruction based on current curriculum maps. The ESL teachers shares ideas and presents ESL methodologies during these meetings to be used in content area classroom.

Guidance counselors of ELL students in grades 6, 7 and 8 remain in contact with the teachers to share information about personal problems some students may have with their school transition. In addition, the ESL teacher collaborates with administrators, guidance counselors and parent coordinator to notify teachers which students receive ESL services, and whether or not students are SIFE, newcomer, or students with special needs. Guidance counselors continuously help new students smoothly transition into the new school environment throughout the school year.

Teachers in our building attend outside workshops throughout the year, where they receive professional development in different areas. The teachers share information during common planning time on Mondays. The pupil personnel secretary will attend workshops that address ELL related issues such as Home Language Surveys, first time admits to NYC DOE school system, and others. If a teacher attends an ESL workshop outside the school building, the certificates they receive at the workshops are kept in the personal files by the pupil personnel secretary. Since professional development for teachers of ELLs is ongoing, the teaching staff is given many opportunities to attend professional development pertaining to ELLs throughout the school year.

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?

The communication between parents and school is primarily done through the school website, where translated school correspondence is posted. In addition, translated school correspondence is given directly to students for non-English speaking parents. Parents of ELL students are invited to attend all school functions, including the PTA meetings. Parental need is evaluated based on a survey which is distributed in the beginning of the school year. The survey asks parents for preferred language of communication with our school. We continuously use the DOE translation services for the over-the-phone interpretation and we also utilize bilingual staff in our school to translate school correspondence for non-English speaking parents.

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)							1	0	2					3
Intermediate(I)							2	1	2					5
Advanced (A)							5	2	4					11
Total	0	0	0	0	0	0	8	3	8	0	0	0	0	19

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0

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

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.

The assessment tools our school uses to assess the literacy skills are as follows:

Acuity

TCRWP assessments (on below level readers)

Informal reading conferences

CARS test of reading skills

Wrap- an informal writing and reading assessment profile

TOWRE- a sight word and decoding assessment which indicates a reading level

We obtain data from Acuity three (3) times per year and TCRWP assess, which determines reading level by letter usually two (2) times per year, in September and January. This information is used to drive instruction, to plan lessons, to write IEP goals, to write classroom goals, to drive small group instruction, as well as whole class lessons. The TCRWP assessment tool correlates to the Fountas and Pinnell system for leveling books. They help teachers identify which level of texts students can read independently and it also provides analysis of comprehension and fluency.

The data across NYSESLAT modalities reveals the following:

In grade 6, five (5) students scored at the Advanced proficiency level in the Listening/Speaking modality and three (3) students in the Reading/Writing modality of the NYSESLAT. Only one (1) student reached the Proficiency level in both modalities on the NYSESLAT. There was only one (1) Beginner level student in the Reading/Writing Section of the NYSESLAT and no beginners in the Listening/Speaking modality. One (1) student reached an Intermediate level on the Listening/Speaking section and two (2) students reached an Intermediate level on the Reading/Writing modality of the NYSESLAT. In grade 7, there are no Beginner level students in any modality and only one (1) student who scored in both modalities-Listening/Speaking and Reading/Writing. Two (2) students scored at the Advanced level on the Listening/Speaking part and one (1) student scored at the Advanced level in the Reading/Writing modality. Only one (1) student scored at the Proficient level on the Reading/Writing modality of the NYSESLAT. In grade 8, two (2) students scored at the Beginner level in the Reading/Writing modality; two (2) students scored at the Intermediate level in both modalities; only one (1) student scored at the Advanced level in both modalities; three (3) students achieved Proficiency level in the Listening/Speaking modality and one (1) student achieved Proficiency level in the Reading/Writing modality of the NYSESLAT.

Currently, we have three (3) newly admitted students who were administered the LAB-R in the Fall 2011. All three students, one in grade 6 and two in grade 8, scored at the Advanced level on the LAB-R exam.

The above data indicates that we need to focus on developing our ELLs' reading and writing skills, by developing individualized lesson plans and by differentiating instruction in the ELL classroom. According to the above data, we plan to further improve our students' literacy skills

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.

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	3		2		4		1		10
8									0
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

- 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?
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Part VI: LAP Assurances

School Name: Elias Bernstein

School DBN: 31R007

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dr. Nora DeRosa-Karby	Principal		12/1/11
J. Mennella	Assistant Principal		12/1/11
B. Zaremba	Parent Coordinator		12/1/11
D. Amtzis	ESL Teacher		12/1/11
S. Cavelli	Parent		12/1/11
E. Giardina	Teacher/Subject Area		12/1/11
B. Kronisch	Teacher/Subject Area		12/1/11
J. Dillon	Coach		12/1/11
T. Imemba	Coach		12/1/11
F. Velez	Guidance Counselor		12/1/11
R. Gallo	Network Leader		12/1/11
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 31R **School Name:** 007

Cluster: 6 **Network:** 604

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.

At the beginning of the school year, the Parent Coordinator, Ms. Zaremba, will distribute surveys to all parents with children in school. The surveys will inform the parents about the Chancellor's Regulations A-663. This will give all parents an opportunity to request written, as well as oral translation and interpretation services, for the entire school year. The school ELL contact person, in collaboration with the school Parent Coordinator, will ensure that all parents are provided with appropriate and timely school correspondence in a language they request.

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.

Currently 14 families in our school have requested that all school correspondence be translated to the following languages: Chinese, Korean, Spanish, and Russian. A few families have requested an interpreter to be available for the Parent Teacher Conferences. Most families request school correspondence to be translated. The ELL contact person notifies the school community about parents' interpretation needs through Parent Coordinator.

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.

School written correspondence that comes from the Chancellor's Office will be automatically downloaded in different languages and distributed to parents. The correspondence that comes from school will be translated by fully licensed bilingual DOE teachers, administrators and paraprofessionals working in the school. Following are samples of the school correspondence to be translated:

- a. PTA letters
- b. School newsletter
- c. Trip notices
- d. Letters from teachers
- e. Letters regarding students' academic progress

For lower incident languages, the school will use funds allocated from the Translation and Interpretation Budget, and hire fully licensed bilingual DOE staff from the other schools. All school correspondence will be forwarded to the ELL contact person at least one week prior to distribution. This will ensure that all parents who request translations are provided with appropriate and timely information in a language they can understand.

Translated school correspondence is also posted on our school website www.is7vikings.org and can be accessed under the tab "translated school correspondence".

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.

The oral interpretation services will be provided for the following events:

- a. Parent Teacher Conferences
- b. ELL Parent Orientation
- c. Phone calls from teachers regarding students' academic progress
- d. IEP conferences
- e. Content area exam translations

Oral interpretation services will be provided by fully licensed bilingual DOE teachers, administrators and paraprofessionals working in the school. For lower incident languages, the school will use funds allocated from the Translation and Interpretation Budget, and hire fully licensed bilingual DOE staff from the other schools. For the IEP conferences, the school will directly contact the DOE Translation and Interpretation Unit

for over-the-phone translation services.

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 Parent Coordinator and the ELL contact person will post signs in each of the covered languages, indicating the availability of interpretation services. The signs will be posted near the primary entrance to school. Signs will also be posted notifying parents that copies of translated versions of The Bill of Parent Rights and Responsibilities are available in the Main Office.