



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# **2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

SCHOOL NAME: **THE KINGSBRIDGE SCHOOL**

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): **007X10**

PRINCIPAL: **FRANK PATTERSON**    EMAIL: **FPATTER@SCHOOLS.NYC.GOV**

SUPERINTENDENT: **SONIA MENENDEZ**

**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
Frank Patterson	*Principal or Designee	
Nathaniel Schiavo	*UFT Chapter Leader or Designee	
Jacqueline Lopez	*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	
Tara McMaster	Member/UFT-Teacher	
Krista Deighan	Member/ UFT-Teacher	
Lesley Gerard-Koram	Member/ UFT-Teacher	
Caridad Rosado	Member/Parent	
Nelson Uwague	Member/Parent	
Brian Schaeffer	Member/CSA Member	
Mohammad Alam	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**

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

Strengthening the instructional core by developing the effectiveness of our teaching

By June 2012 the principal and assistant principals will have:

- Improved their capacity to provide evidence-based feedback to all teachers
- Coaches and Assistant Principals will facilitate the online professional development, and explore observation templates and feedback protocols in ARIS Learn
- Use an observation tool by Kim Marshall that is adapted from Danielson framework and embark on short, frequent cycles of classroom observations
- Develop differentiated professional development strategies for teachers that will be based on the actionable feedback of the completed observation template.

### **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 the 2010-11 Progress Report our Student Progress overall was 42.1 and an 'A', Student Performance 8.3 and a 'C', School Environment 11.4 and an 'A' and Closing the Achievement Gap 5. Our overall Score was 66.8 and an 'A'. In 2010-11 we are a 'School in Good Standing'.

In order to improve Student Performance we want to support all teachers to develop their skills as our individual class data reveals a wide range of professional learning needs between those with experience and those who are new teachers. Therefore we will implement a differentiated PD plan with strategies for individual teacher to attain the next level within the Marshall framework.

### **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,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
- Principal and assistant principals will examine the Marshall Framework for Teaching and develop or choose an observation format with feedback protocols in September 2011.
  - Develop a schedule of short, frequent cycles of classroom observations across K-5 classes and schedule additional time to prepare and provide focused feedback to each teacher, by early September 2011.
  - Provide professional development for all teachers on the purpose and concepts underlying the Marshall Framework.
  - Begin conducting the cycles of classroom observations late September 2011 and focus mainly on 2 main domains:
    - Planning and Preparation for Learning

- Delivery of Instruction
- Continue the cycles into the Spring semester so that there are 10 actionable feedback logs for each classroom teacher
- Principal and assistant principals convene on a regular basis throughout the school year 2011-2012 to monitor and review findings
- Based on the feedback provided to teachers determine the nature of the support required to individuals. These might involve a variety of professional support options. These options are either:
  - additional 1:1 coaching
  - in-class support from coaches, administrators, network personnel or AUSSIE Consultant
  - inter-visitation to another classroom where expertise in a specific practice was located.

**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.

- Information will be provided to parents on the measures being put in place to improve instruction at the regular monthly PTA meetings
- Parent Coordinator distributes information that is translated into Spanish.
- SLT Meetings
- Open House providing specific information, showcasing student work and achievements and answering questions to help parents provide support at home
- Publishing Parties open to the entire school community with specific invitations to student's parents

**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.

- PS7 has 100% highly qualified teachers
- Teacher morale is treated with great care at this school and feedback is managed so that all are informed and wherever appropriate have a role to play in decision making
- Teachers are provided with individualized, grade level or whole school professional development opportunities to enable them to fulfill their role and to achieve professional fulfillment.

**Service and program coordination**

- Poor attendance, incident of violence, poor nutrition and insecure housing all interfere with academic success. Knowing these are obstacles we have a staff member dedicated to tracking attendance issue with the assistance of administration and our attendance teacher. Attendance issues are also used to track concerns with housing. When attendance/housing issues arise we counsel parents, make home visits and seek outside services when necessary.
- Our guidance counselor with the assistance of teachers and administration, work tirelessly to stamp out violence and create a nurturing, bully free environment. We accomplish this through counseling with families, students and outside agencies. To support our work we use programs such as Respect For All.
- We continually work with families so their children will receive free or reduced lunch (when appropriate), as well as encourage parents to get their children to school early to eat breakfast at school. We also provide parents with nutrition counseling when necessary, as well as refer students to a doctor.

**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 and Fair Student Funding will be used to support this work through the following:

- AUSSIE Consultant
- Book Room materials
- Upgrading and/or maintenance of technology such as Smartboards, printers, computer software etc.

### 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.

Improve instruction that facilitates 'word consciousness' in students so they can become independent word-solvers in all subject areas.

By June 2012:

- All grades will have undertaken an investigation of the relevant grade level Common Core Standards
- K-5 scope and sequence for word work will be devised
- All classes will be engaged in systematic study of how words work.

#### **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.

- 29% of grade 3 students had not reached the Fountas & Pinnell Benchmarks Level 3 ('P') and Level 4 ('Q' and above) by June 2011
- 1.3 Average Point Score out of a possible 3 points achieved by Grade 3 in the NYS MATH Test 2011, the Constructed Response. (av in State 1.6 and L4 in the State achieved 2.6)
- Anecdotally teachers report that our students generally find reading and writing challenging and the overall NYS Test 2011 performance our school scored 8.3 out of 25 – both ELA and Math include constructed and extended responses
- 40.8% students performed at level 3 or 4 in ELA
- 56.5% students performed at level 3 or 4 in Mathematics
- Teachers have confirmed a need to assist students in extending word knowledge so that students can speak, read and write to more effectively articulate their reasoning.

#### **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,
- b) staff and other resources used to implement these strategies/activities,
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- d) timeline for implementation.

In Fall 2011:

- Professional development will be provided that will help the school make the wisest choice for developing a set of strategies for Word Study/Work K-5.
- Pedagogical coaches, AUSSIE Consultant, Network ESL Consultant, Assistant Principals and Principal will settle on an approach and begin the process of outlining a scope and sequence for word work/study, aligned with the Common Core. A timeline for implementation will be developed and the necessary materials purchased.

Beginning in January 2012:

- K-5 schedule for word work/study will be introduced to facilitate the growth of word knowledge through the explicit teaching of word patterns and word-solving strategies within the context of a word-rich environment.
- All teachers, including ESL, ICT and SETSS teachers will co-plan to develop a set of strategies for approaching new words, appropriate for each grade level that includes instructional scaffolding to support students with the full range of learning needs at PS 7.

By the end of June 2012:

- K-5 word work/study scope and sequence, including teaching of selected words, providing multiple types of information about each new word as well as opportunities for repeated exposure, use, and practice, will be in use.
- Teachers will report to colleagues the progress and demonstrate how, by looking closely at student work samples, adjustments can be made, thereby developing a shared understanding of success (defined by Common Core), and determine how to adjust teacher practice to support student development along the continuum of college and career readiness .

#### **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.

- SLT Meetings
- Information will be provided to parents on the measures being put in place to improve instruction at the regular monthly PTA meetings
- Parent Coordinator distributes information that is translated into Spanish
- Open House providing specific information, showcasing student work and achievements and answering questions to help parents provide support at home
- Publishing Parties open to the entire school community with specific invitations to student's parents

#### **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.

- PS7 has 100% highly qualified teachers
- Teacher morale is treated with great care at this school and feedback is managed so that all are informed and wherever appropriate have a role to play in decision making
- Teachers are provided with individualized, grade level or whole school professional development opportunities to enable them to fulfill their role and to achieve professional fulfillment.

#### **Service and program coordination**

- Poor attendance, incident of violence, poor nutrition and insecure housing all interfere with academic success. Knowing these are obstacles we have a staff member dedicated to tracking attendance issue with the assistance of administration and our attendance teacher. Attendance issues are also used to track concerns with housing. When attendance/housing issues arise we counsel parents, make home visits and seek outside services when necessary.
- Our guidance counselor with the assistance of teachers and administration, work tirelessly to stamp out violence and create a nurturing, bully free environment. We accomplish this through counseling with families, students and outside agencies. To support our work we use programs such as Respect For All.

- We continually work with families so their children will receive free or reduced lunch (when appropriate), as well as encourage parents to get their children to school early to eat breakfast at school. We also provide parents with nutrition counseling when necessary, as well as refer students to a doctor.

**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 and Fair Student Funding will be used to support this work through the following:

- AUSSIE Consultant
- Per session for teacher planning
- Book Room materials and classroom resources
- Computer programs, online resources (e.g. memberships), audio visual material and word games

**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.

Teacher Teams will be engaged in collaborative inquiry work for Literacy and Mathematics

- In the Fall semester all students will have engaged in one literacy and one mathematics assessment task embedded in a rigorous curriculum unit and aligned to the Common Core
- By the end of June all curriculum units will have been reviewed and revised to include rigorous embedded tasks, aligned to the Common Core with instructional supports for all student learners.

**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.

- Our recent NYS Test results reveal that our students showed considerable progress (overall a 17.9 improvement from NYS Tests in 2010) In the NYSELA, however Student Performance was 8.3 out of a possible 25 point score
- In the NYSELA 2010-11 Tests:
  - 40.8% students performed at level 3 or 4
- In the NYS MATH 2010-11 Test:
  - 56.5% students performed at level 3 or 4
- We are encouraged by the progress and at this school we have embraced the Citywide Instructional Expectations and the Common Core-aligned tasks and instructional support to help us to teach for continued improvements in each category of the Progress Report in the future.
- We wish to begin strengthening student work, refining our curriculum, assessment, and classroom instruction by starting with the Common core-aligned performance tasks and rubric assessment.

### **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,
- b) staff and other resources used to implement these strategies/activities,
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- d) timeline for implementation.

In Fall 2011, PS 7 will:

- take the next step in building teacher understanding around Common Core with PD on examining the Common Core Learning Standards (CCLS). Teachers teams will begin their units of study in ELA based on the relevant CCLS for each grade.
- Pedagogical Coaches, AUSSIE Consultant, Assistant Principals and Principal will make recommendations as to how the NYC Common Core-Aligned Tasks & instructional supports will be implemented, either by using all or portions of the materials provided in the Common Core Library, or by creating their own tasks within the existing units in ELA and Mathematics.
- The Cabinet will inform grade teams on the guidelines and implementation process, including the task-specific supports for ELLs and Students with Disabilities.
- The agreed Common Core-Aligned tasks will be given in Fall 2011 to all students Pre K-Grade 5 in ELA and Mathematics.
- Using Common Core-Aligned Rubrics the resulting student work will be assessed by class teachers and selected student work will be provided to allow the teams to begin the inquiry process.

In January 2012 we will begin the Inquiry process and:

- A team including the Pedagogical Coaches, Assistant Principals, Principal and AUSSIE Consultant will review the student work to consider what additional instructional supports that will need to be embedded into the existing units of study, for both ELA and Mathematics and provide feedback to teachers on how the annotated student work will inform instructional programs, including the inclusion of rich assessment tasks
- K-5 Grade teams collaboratively review their units of study in ELA and Math to include rigorous embedded tasks and multi entry points for all learners, based on the overall lessons learned from the inquiry process.
- ELL & ICTT and SETSS teachers will co-plan to create multiple entry points and instructional scaffolding to support students with the full range of learning needs at PS 7 in units of study that involve the specific CCLS under study.

### **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.

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- Information will be provided to parents on the measures being put in place to improve instruction at the regular monthly PTA meetings
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### **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.

- PS7 has 100% highly qualified teachers
- Teacher morale is treated with great care at this school and feedback is managed so that all are informed and wherever appropriate have a role to play in decision making
- Teachers are provided with individualized, grade level or whole school professional development opportunities to enable them to fulfill their role and to achieve professional fulfillment.

### **Service and program coordination**

- Poor attendance, incident of violence, poor nutrition and insecure housing all interfere with academic success. Knowing these are obstacles we have a staff member dedicated to tracking attendance issue with the assistance of administration and our attendance teacher. Attendance issues are also used to track concerns with housing. When attendance/housing issues arise we counsel parents, make home visits and seek outside services when necessary.
- Our guidance counselor with the assistance of teachers and administration, work tirelessly to stamp out violence and create a nurturing, bully free environment. We accomplish this through counseling with families, students and outside agencies. To support our work we use programs such as Respect For All.
- We continually work with families so their children will receive free or reduced lunch (when appropriate), as well as encourage parents to get their children to school early to eat breakfast at school. We also provide parents with nutrition counseling when necessary, as well as refer students to a doctor.

### **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 and Fair Student Funding will be used to support this work through the following:

- AUSSIE Consultant
- Book Room and classroom texts
- Video and other relevant audio visual materials and hands-on manipulatives

## **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.

Students will show progress in using evidence to support arguments in literacy

By June 2012:

- All students will have undertaken rigorous embedded tasks, aligned to the Common Core in Fall 2011 and again in Spring 2012
- 85% of general education students will have moved up at least one level in the 'demonstrates ability to provide reasoning behind argument(s)' area of the rubric developed by teachers
- 55% of ELLs and Special Education students will have moved up at least one level in the 'demonstrates ability to provide reasoning behind

argument(s)' area of the rubric being used by teachers.

### **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.

- We scored 17.9 growth in the progress category from 2009-11 to 2010-11 NYSELA Test, however as we examined our data we find that our students, including our subgroups, have a need to improve in their ability to find and explain evidence for their ideas, discussion points and arguments in literacy.
- In the NYSELA 2010-11:
  - 40.8% students performed at level 3 or 4
- In the NYSELA 2010-11 Test the following subgroups fell within the 75<sup>th</sup> Growth Percentile or Higher:
  - 46.7% ELLs
  - 48.6% Lowest Third Citywide
  - 47.4% Self-Contained/ICT/SETSS
  - 41.2% Black and Hispanic males in Lowest Third Citywide

Grade teams will use the rigorous embedded tasks, aligned to the Common Core with instructional supports for all student learners along with the and writing rubrics involving the 'use evidence' category for this assessment. We will review selected Fall student writing samples from each grade to identify strategies required to move students to the next level of achievement (based on the specific rubric). In order to do this we will utilize student work samples with a focus of refining instruction and developing a set of well-crafted and specific strategies to support the achievement of rigorous written tasks that demand evidence to support a claim.

At least 85% of general education and 55% of ELL and Special Education students will have moved up at least one level in the 'use evidence' area of the literacy rubric.

### **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,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
- Grade teams will review the first round of student writing samples from the performance task undertaken in Fall (see Goal 3) to identify the next steps to take students to the next level of achievement (based on the rubric). They will meet on a regular basis in the Spring semester to examine selected student work samples to refine instruction and develop a set of well-crafted strategies for the achievement of rigorous written tasks that demand evidence to support a claim.
  - Pedagogical Coaches, Assistant Principals, AUSSIE Consultant and ESL Network Consultant will work with grade teams to ensure that the

chosen rich assessment are aligned with the Common Core and then adapt or develop a rubric (also aligned to the Common Core) that includes the 'use evidence' category for this assessment.

- Early in Spring Semester our ESL, ICT and SETSS teachers will co-plan to create multiple entry points and instructional scaffolding to support our students to successfully engage with the instructional material and the assessment. Pedagogical Coaches, ESL and classroom teachers will plan co-teaching opportunities to integrate smart and strategic ways to improve academic language and thinking around informational texts.
- The ESL Network Consultant, Pedagogical Coaches, AUSSIE Consultant, Assistant Principals and Principal will design and provide relevant professional development support for teachers, particularly those teachers new to teaching and/or teachers new to the grade.
- All K-5 students will complete this second round of the performance task, in Spring, that will require them to read and analyze informational texts and write opinions and arguments in response.
- Grade teams will review the final student work sample in late Spring and monitor progress toward this goal
- Grade teams will review the units and adjust these to accommodate the lessons that were learned as a result of the performance tasks in literacy. Unit planning will be printed and distributed by mid June 2012.
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### **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.

- SLT Meetings
- Open House providing specific information, showcasing student work and achievements and answering questions to help parents provide support at home
- Information will be provided to parents on the measures being put in place to improve instruction at the regular monthly PTA meetings
- Parent Coordinator distributes information that is translated into Spanish
- Publishing Parties open to the entire school community with specific invitations to student's parents

### **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.

- PS7 has 100% highly qualified teachers
- Teacher morale is treated with great care at this school and feedback is managed so that all are informed and wherever appropriate have a role to play in decision making
- Teachers are provided with individualized, grade level or whole school professional development opportunities to enable them to fulfill their role and to achieve professional fulfillment.

### **Service and program coordination**

- Poor attendance, incident of violence, poor nutrition and insecure housing all interfere with academic success. Knowing these are obstacles we have a staff member dedicated to tracking attendance issue with the assistance of administration and our attendance teacher. Attendance issues are also used to track concerns with housing. When attendance/housing issues arise we counsel parents, make home visits and seek outside services when necessary.
- Our guidance counselor with the assistance of teachers and administration, work tirelessly to stamp out violence and create a nurturing, bully free environment. We accomplish this through counseling with families, students and outside agencies. To support our work we use programs such as Respect For All.
- We continually work with families so their children will receive free or reduced lunch (when appropriate), as well as encourage parents to get their children to school early to eat breakfast at school. We also provide parents with nutrition counseling when necessary, as well as refer students to a doctor.

**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 and Fair student funding will be used to support this work**

- Per session for unit planning and revision
- Funding of AUSSIE Consultant
- Book Room and classroom materials suitable for each grade and reading level
- Purchase of film and audiovisual aids

**ANNUAL GOAL #5 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 #5**

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

Students will show progress in demonstrating an ability to provide reasoning behind arguments in mathematics.

By June 2012:

- All students will have undertaken rigorous embedded tasks, aligned to the Common Core in Fall 2011 and again in Spring 2012
- 85% of general education students will have moved up at least one level in the 'demonstrates ability to provide reasoning behind argument(s)' area of the rubric developed by teachers
- 55% of ELLs and Special Education students will have moved up at least one level in the 'demonstrates ability to provide reasoning behind argument(s)' area of the rubric being used by teachers.

**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.

- We scored 17.9 growth in the progress category from 2009-11 to 2010-11 NYSELA Test, however as we examined our data we find that our students, including our subgroups, have a need to improve in their ability to find and explain evidence for their ideas, discussion points and arguments in mathematics.
- In the NYS MATH 2010-11:
  - 56.5% students performed at level 3 or 4
- In the NYS MATH 2010-11 Test the following subgroups fell within the 75<sup>th</sup> Growth Percentile or Higher:
  - 61.6% ELLs
  - 58.3% Lowest Third Citywide

- 53.8% Self-Contained/CTT/SETSS
  - 63.3% Black and Hispanic males in Lowest Third Citywide
- The 4 points were earned as a result of this exceptional gains made in Mathematics in Closing the Achievement Gap by these subgroups.

Grade teams will use the rigorous embedded tasks, aligned to the Common Core with instructional supports for all student learners along with the and writing rubrics involving the ‘use evidence’ category for this assessment. We will review selected Fall student writing samples from each grade to identify strategies required to move students to the next level of achievement (based on the specific rubric). In order to do this we will utilize student work samples with a focus of refining instruction and developing a set of well-crafted and specific strategies to support the achievement of rigorous written tasks that demand evidence to support a claim.

At least 85% of general education and 55% of ELL and Special Education students will have moved up at least one level in the ‘use evidence’ area of the mathematics rubric.

**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,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
- Grade teams will review the first round of student writing samples from the performance task undertaken in Fall (see Goal 3) to identify the next steps to take students to the next level of achievement (based on the rubric). They will meet on a regular basis in the Spring semester to examine selected student work samples to refine instruction and develop a set of well-crafted strategies for the achievement of rigorous written tasks that demand evidence to support a claim.
  - Pedagogical Coaches, Assistant Principals and ESL Network Consultant will work with grade teams to ensure that the chosen rich assessment are aligned with the Common Core and then adapt or develop a rubric (also aligned to the Common Core) that includes the ‘use evidence’ category for this assessment.
  - Early in Spring Semester our ESL, ICT and SETSS teachers will co-plan to create multiple entry points and instructional scaffolding to support our students to successfully engage with the instructional material and the assessment. Pedagogical Coaches, ESL and classroom teachers will plan co-teaching opportunities to integrate smart and strategic ways to improve academic language and thinking around informational texts.
  - The ESL Network Consultant, Pedagogical Coaches, Assistant Principals and Principal will design and provide relevant professional development support for teachers, particularly those teachers new to teaching and/or teachers new to the grade.
  - All K-5 students will complete this second round of the performance task, in Spring, that will require them to read and analyze informational texts and write opinions and arguments in response.
  - Grade teams will review the final student work sample in late Spring and monitor progress toward this goal
  - Grade teams will review the units and adjust these to accommodate the lessons that were learned as a result of the performance tasks in mathematics. Unit planning will be printed and distributed by mid June 2012.

**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.

- SLT Meetings
- Information will be provided to parents on the measures being put in place to improve instruction at the regular monthly PTA meetings
- Parent Coordinator distributes information that is translated into Spanish
- Open House providing specific information, showcasing student work and achievements and answering questions to help parents provide support at home
- Publishing Parties open to the entire school community with specific invitations to student's parents

**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.

- PS7 has 100% highly qualified teachers
- Teacher morale is treated with great care at this school and feedback is managed so that all are informed and wherever appropriate have a role to play in decision making
- Teachers are provided with individualized, grade level or whole school professional development opportunities to enable them to fulfill their role and to achieve professional fulfillment.

**Service and program coordination**

- Poor attendance, incident of violence, poor nutrition and insecure housing all interfere with academic success. Knowing these are obstacles we have a staff member dedicated to tracking attendance issue with the assistance of administration and our attendance teacher. Attendance issues are also used to track concerns with housing. When attendance/housing issues arise we counsel parents, make home visits and seek outside services when necessary.
- Our guidance counselor with the assistance of teachers and administration, work tirelessly to stamp out violence and create a nurturing, bully free environment. We accomplish this through counseling with families, students and outside agencies. To support our work we use programs such as Respect For All.
- We continually work with families so their children will receive free or reduced lunch (when appropriate), as well as encourage parents to get their children to school early to eat breakfast at school. We also provide parents with nutrition counseling when necessary, as well as refer students to a doctor.

**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 and Fair student funding will be used to support this work:

- Per session for unit planning and revision
- Classroom materials and manipulatives, suitable for each grade
- Purchase of audiovisual aids and mathematical games
- Purchase of Read Aloud and Shared Reading Texts featuring relevant mathematical concepts

**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.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>	3	2	N/A	N/A	0	0	2	0
<b>1</b>	8	8	N/A	N/A	5	0	1	0
<b>2</b>	6	6	N/A	N/A	10	0	2	0
<b>3</b>	95	85	N/A	N/A	0	0	3	4
<b>4</b>	85	50	8	0	0	0	4	6
<b>5</b>	82	75	0	0	15	0	3	4
<b>6</b>								
<b>7</b>								
<b>8</b>								
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</b>								

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
<b>ELA</b>	The programs we use are teacher created to deliver small group instruction, which includes guided reading and strategy groups that uses data to target specific problems students are experiencing. These services are provided during the day. We also engage in after school programs that employ the same techniques previously mentioned.
<b>Mathematics</b>	The programs we use are teacher created to deliver small group instruction, which includes strategy groups that uses data to target specific problems students are experiencing. These services are provided during the day. We also engage in after school programs that employ the same techniques previously mentioned.
<b>Science</b>	The programs we use are teacher created to deliver small group instruction, which includes strategy groups that uses data to target specific problems students are experiencing. These services are provided during the day.
<b>Social Studies</b>	
<b>At-risk Services provided by the Guidance Counselor</b>	Our guidance counselor uses books with related problems to engage students to express their feelings, art therapy and play therapy. This is conducted in small groups and one on one counseling during the day.
<b>At-risk Services provided by the School Psychologist</b>	N/A
<b>At-risk Services provided by the Social Worker</b>	Our social worker uses book clubs with carefully chosen books to address topics such as conflict resolution, bullying and diverse families. This is conducted in small groups and one on one counseling during the day.

<b>At-risk Health-related Services</b>	Our nurse uses the Open Airways Program in small groups to counsel students during the day on asthma related issues.
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**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. 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.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in 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 1<sup>st</sup> 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 1<sup>st</sup> 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 will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
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 <b>Corinne Rello-Anselmi/ Bob Coh</b>	District <b>10</b>	Borough <b>Bronx</b>	School Number <b>007</b>
School Name <b>The Kingsbridge School</b>			

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

Principal <b>Frank Patterson</b>	Assistant Principal <b>Miosotis Ramos</b>
Coach <b>Dahlia Taylor</b>	Coach <b>Laura Schmidt</b>
ESL Teacher <b>Rosa Acosta</b>	Guidance Counselor <b>Kelly Links</b>
Teacher/Subject Area <b>Allison Mihal/ ESL</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Jennifer Cano/ESL</b>	Parent Coordinator <b>Birmania Rodriguez</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader	Other <b>type here</b>

### 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	<b>3</b>	Number of certified bilingual teachers	<b>1</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>1</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>16</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>1</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification			

### D. School Demographics

Total number of students in school	<b>569</b>	Total Number of ELLs	<b>145</b>	ELLs as share of total student population (%)	<b>25.48%</b>
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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. 

Paste response to questions 1-6 here

1. In accordance to Commissioner Regulation Part 154, when our students are registered for the first time into our school, we administer the Home Language Identification Survey to determine LAB eligibility. Parent or guardian filling out the HLIS, is interviewed by the ESL teacher, Mrs. Acosta and/or the Assistant Principal, Ms. Ramos. An informal interview is conducted in English or the native language during the completion of the HLIS form. If the HLIS indicates that a child speaks another language that is not English at home, the LAB and LAB-R (if applicable) is administered within ten days of admission. If a student has been identified as an ELL and whose home language is Spanish, then the LAB is administered. During this process, we inform parents of the orientation video and present it to them in their native language. Miosotis Ramos, assistant principal, and Rosa Acosta, ESL teacher are responsible for administering the HLIS, and LAB-R if applicable.

To annually evaluate ELLs using the NYSESLAT, we use the RLER (ATS report) to determine NYSESLAT eligibility. We then create a detailed schedule with make-up dates if necessary to administer each section (listening, speaking, reading, and writing) of the exam. The NYSESLAT is administered annually in May; we follow the prescribed testing calendar as per Department of Education testing schedule. The assessment is administered by a certified bilingual or ESL teacher as well as administration if necessary. Before testing every year, these teachers receive a testing orientation.

2. At PS 007, parents of ELLs are informed of all three program choices, as well as options, through individual parent meetings, conversations, and parent conferences. Parents of newly identified ELLs are invited to an ELL parent orientation to discuss information and options about programs for ELLs. The orientation video is provided in the parents' native language. Moreover, invitations to the orientations for parents who could not watch the orientation video on the day of registration are sent home with students and the parent coordinator, Mrs. Rodriguez and Assistant Principal, Ms. Ramos reach out to parents through telephone calls and personal communication during morning drop-off and afternoon pick-up.

3. At PS 007, entitlement letters are distributed to students to take home, as well as sent by mail. Parents receive entitlement and non-entitlement letters to inform them of their child's status as an English language Learner and their most recent NYSESLAT level. Since NYSESLAT scores are usually obtained in August/September, parents are sent the letters to inform them of whether their child/ren are eligible for ESL services in the beginning of the school year. Copies of the entitlement letters are made before sending them out to parents. Those letters are organized by grade and subject of letter and stored in the Assistant principal office who is in charge of ELL programs. Parent surveys and program selection forms are given to parents and returned after they have watched the orientation video.

4. To place identified ELL students in instructional programs, we show the orientation video and provide parents with literature concerning programs for English Language Learners in their native language and allow them to choose the most beneficial program for their child/ren. The parents are informed of research based theories for bilingual, dual language and ESL programs and are again informed of their options. Parents are informed in their native language.

5. After reviewing the parent surveys and program selection forms for the past few years, over 85% of parents of new admits requested English as a Second Language rather than a Bilingual Program. We constantly review parent choice letters. Parent choice is also reviewed yearly.

6. Program models offered at PS 007 are aligned with parent request. Most parents have requested their child to be placed in a monolingual class receiving support with language development through ESL. As a result, we have provided those types of programs. We regularly review parent choice letters.

## 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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>				1	1	1								3
<b>Push-In</b>	2	1	1	1	0	0								5
<b>Total</b>	2	1	1	2	1	1	0	0	0	0	0	0	0	8

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	145	Newcomers (ELLs receiving service 0-3 years)	95	Special Education	9
SIFE	11	ELLs receiving service 4-6 years	26	Long-Term (completed 6 years)	4

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										
	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	Total
TBE										0
Dual Language										0
ESL	111	13	5	30	0	4	4	0	0	145
Total	111	13	5	30	0	4	4	0	0	145

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
Other														0
<b>TOTAL</b>	<b>0</b>													

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	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

**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
<b>TOTAL</b>	<b>0</b>									

**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	9	1	8	48	23	40								129
Chinese	1	0	2	4	1	0								8
Russian	0	0	0	0	0	0								0
Bengali	0	1	0	0	0	0								1
Urdu	0	0	0	1	0	0								1
Arabic	0	0	0	1	0	0								1
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	0								0
Polish	0	0	0	0	0	0								0
Albanian	0	0	0	1	0	2								3
Other	0	0	1	1	0	0								2
<b>TOTAL</b>	<b>10</b>	<b>2</b>	<b>11</b>	<b>56</b>	<b>24</b>	<b>42</b>	<b>0</b>	<b>145</b>						

## Part IV: ELL Programming

### A. Programming and Scheduling Information

## 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?

Paste response to questions 1-7 here

### Programming and Scheduling Information

- 1a & b. The organizational model used at PS 7 is the push-in model where the classroom and ESL teacher, Rosa Acosta, work in collaboration to provide language instruction using ESL strategies within the content areas. The groups of students serviced are sometimes heterogeneously or homogeneously grouped depending on the skill, strand, or objective of the lesson. Both teachers strategically plan using formal and informal data to deliver instruction to the targeted group.
2. One certified ESL teacher, Mrs. Rosa Acosta works with general monolingual teachers providing content instruction to ELL students. The ESL teacher supports in developing students' English language proficiency by integrating ESL strategies within content area instruction. The ESL teacher supports ELL students through a push-in model. The ESL teacher plans together with the classroom teachers to ensure curriculum alignment. This program is designed to provide instruction in English with intensive support of ESL strategies and methodologies to develop English language proficiency and acquisition. The results of the New York State English as a Second Language Achievement Test will determine the units of ESL instruction mandated by CR Part 154. Students are grouped homogeneously or heterogeneously according to levels in modalities as per the NYSESLAT in order to target instruction.
- 2a. Beginner and intermediate English Language Learners receive 360 minutes of English as a Second Language instruction per week. Advanced English Language Learners receive 180 minutes of English as a Second Language instruction as mandated by CR Part 154. Although we do not have bilingual programs, to help students transition from their native language to academic English, we provide support (glossaries, translated dictionaries, and library books) in the students' native language to help students meet grade level standards in all content areas.
3. When planning content area lessons, teachers focus on both content and language objectives. Throughout the lesson, the objectives are supported through specific scaffolding techniques, student engagement, lesson pacing, modeling, and clear and explicit directions. In addition, students are grouped according to their English proficiency levels and the task/activity is differentiated to meet their specific academic levels. Teachers use a variety of techniques to make content concepts clear like modeling, visuals, hands-on activities, demonstrations, gestures, and body language. Teachers also incorporate technology where students engage in interactive activities practicing all four modalities as well as expanding higher order thinking skills. The activities are meaningful and provide language practice opportunities for reading, writing, listening, and/or speaking. It is the teachers' goal to provide content concepts that are appropriate for students' age and educational background.
4. We ensure that ELLs are appropriately evaluated in their native language through informal interviews, running records, and the Lab-R. The information this provides is used to inform subsequent teaching and learning activities as well as grouping.

## A. Programming and Scheduling Information

### 5a. SIFE

Throughout the years, we have witnessed many of our immigrant students come in to our school with very little formal education. These are our “Students with Interrupted Formal Education” (SIFE). This is a very unique population that needs not only language instruction but also intensive academic and cognitive support. In order to support these students, the following academic interventions are in place:

- Early diagnostic assessment to determine academic and language proficiency;
- Differentiated instruction to allow teachers to meet the individual needs of the students to develop and strengthen areas in need of improvement;
- Alignment of instructional materials to the New York State Performance and the ESL standards;
- After-School and Supplemental Educational Services ( at school or one-to-one tutoring) will be in place to support students in literacy and in the content areas including English;
- Regular assessments and data analysis to monitor the progress of our students in meeting content performance and ESL standards;
- English language proficiency will be strengthened through the development of the native language;
- Print rich environment that allows students to make reference to word walls and classroom charts;
- The use of Sheltered Instruction will be used as a model where teachers develop a non-threatening environment where students are not afraid of taking a risk with language.

### 5b. Newcomers

ELLS in US schools less than three years, we plan to need special intervention in order to further develop their English language proficiency.

This will be accomplished through the following:

- Providing students with good models of the English Language
- Engaging students in daily listening, speaking, reading and writing activities
- Promoting accountable talk conversations throughout the day
- Developing the students language in all content areas
- English language proficiency will be strengthened through the development of the native language
- The use of vocabulary or grammatical structures will be used to provide easy access to the language
- Various opportunities will be provided to ELLs in order to develop language by promoting accountable talk throughout the day
- Ample opportunities for listening comprehension with contextual support will be provided to our ELL students
- Use of arts, mime, music and other forms will be used to create meaning, as well as the use of the Total Physical Response approach
- Shared reading and story telling with visual support will be used to support language acquisition
- Lessons will be planned with differentiated instruction in order to account for all levels of language proficiency
- The use of labels, webs and diagrams to organize information
- Print rich environment that allows students to make reference to word walls and classroom charts

### 5c. ELLs receiving services 4 to 6 years

Various opportunities will be provided to strengthen all four-language modalities throughout the instructional day;  
A well planned instructional program with high levels of academic rigor and support;  
Literacy and learning will be aligned with grade level academic expectations;  
Explicit vocabulary instruction is accompanied by visual and kinesthetic cues that help students learn academic language;  
Providers focus on the development of Cognitive Academic Language (CALP) by integrating all 4 ESL modalities, reading, speaking, listening, and writing, into the content areas;  
All lessons will have a language objective and a content objective that support state standards and learning outcomes;  
Language objectives will be specific and focus on various aspects of language development such as vocabulary, reading comprehension skills, writing process, functional language, and specific grammar points;

## A. Programming and Scheduling Information

The use of questions requiring expanded responses;  
 The use of labels, webs and diagrams to organize information;  
 Print rich environment that allows students to make reference to word walls and classroom charts.

### 5d. Long term ELLS

- Participating in after-school programs in order to provide additional support to targeted students who have not passed the New York State English as a Second Language Test. Each teacher will provide small group instruction to groups of approximately twelve students. A flexible grouping approach is implemented utilizing the results of the NYSESLAT;
  - All lessons will have a language objective and a content objective that support state standards and learning outcomes;
  - Language objectives will be specific and focus on various aspects of language development such as vocabulary, reading comprehension skills, writing process, functional language, and specific grammar points;
  - The use of questions requiring expanded responses;
  - The use of labels, webs and diagrams to organize information;
  - Print rich environment that allows students to make reference to word walls and classroom charts.
6. Teachers of ELL-SWDs use a variety of instructional strategies and grade-level materials. Some of the strategies used to make content

### 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%	7. To meet the diverse needs of ELL-SWDs within the least restrictive environment we emphasize differentiation. Although ELL-SWDs are expected to meet the standards, in our curriculum we ensure that we provide strategies on how we can support these students on achieving these goals. In addition, we ensure scheduling flexibility by allowing service providers to collaborate with teachers so that students are not pulled for services during reading.		
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

### Courses Taught in Languages Other than English ⓘ

## B. Programming and Scheduling Information--Continued

- 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.

## 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?

Paste response to questions 8-17 here

8. At PS7, we have designed a targeted intervention program for the entire grade 3 through 5 student population called Differentiated Learning Period (DLP). During this time, periods 2 and 3, students are instructed by providers (teachers) in specific targeted areas in literacy and mathematics. Student groups were formed through and by careful analysis of data like state exams, NYSESLAT levels, DRA and running records, ELA and math simulation exams, end of unit assessments and so forth. The English Language Learners are serviced by Mrs. Acosta, Ms. Cano, Ms. Nunuez, and Ms. Mihal, our certified ESL and bilingual teachers. In addition, ELLs are included and invited to all after-school programs. Through Title III ELLs participate in after-school programs focused on their specific needs according to our data. These interventions are offered in English. Some of our beginner ELLs receive support using their native language to assist with comprehension.
9. ELLs who reach proficiency on the NYSESLAT continue to receive academic and language development support through small group instruction, academic intervention in specific content areas, rigorous classroom instruction and after-school support. ELLs are afforded the opportunity to participate in all school programs available.
10. For the upcoming school year we will plan improvements according to need based on data.
11. As we monitor and assess the progress of ELLs, we will make informed decisions regarding implementation of new programs and/or discontinuance of existing ones. Parental choice will play a key factor in planning of programs for English Language Learners.
12. ELLs are afforded the opportunity to participate in all after-school programs. ELLs are invited to after-school programs catered specifically for them and their specific needs. For example, language development programs specifically for beginner ELLs.
13. To support ELLs in all content areas, Time for Kids Grammar Usage and Mechanics, Attanasio & Associates Getting Ready for the NYSESLAT and leveled libraries in English and Spanish, Teacher Created Materials Standards Based Editing, and Finish Line for ELLs are utilized. Additionally, students are exposed to and allowed to practice using technology like the computer and/or Smartboards. for instance, since we have determined that our ELLs require further attention on writing skills, we utilize the grammar books to assist with certain skills concerning writing.
14. Native language support is delivered through the mandated instructional periods of native language arts and through materials that support English as a Second Language acquisition.
15. All ELLs are placed in a classroom setting that matches their age appropriate level and language preference as indicated by Parent Choice Surveys. All ELLs who are eligible for ESL, receive push-in services by our certified ESL teacher, Rosa Acosta.

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

### 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

<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day
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### **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.

Paste response to questions 1-3 here

Professional Development and support for school staff

1. An essential part of our English as a Second Language Program is our comprehensive professional development component. We strongly believe that the quality of our Free Standing ESL instructional program is shaped by the quality of the teacher; therefore, we provide differentiated professional development for our teachers within and outside of the school.
2. Our entire instructional staff has been involved in ESL coaching sessions where all teachers participate in studying and discussing topics such as: ESL Performance Standards, Developing Literacy Skills in ELL students, Differentiated Instruction to Address the Different Levels of Language Proficiency and Academic Development, Planning Standard-based Lessons infusing ESL strategies, Teaching the Content Areas Through ESL Strategies, providing structured vocabulary instruction, and Developing Spoken Language. We will continue building our teachers' professional development by engaging teachers in the best research- based teaching practices including scaffolding techniques, and the Principles of Learning of Academic Rigor and Accountable Talk. These principles will be embedded in all instructional plans. Our guidance counselor, Mrs. Links, works with all of our students including the ELLs on issues concerning the transition to Middle School. She also works with all students on respect for all and especially with ELLs concerning issues of arriving to a new school and new country.
3. This school year, teachers will receive support in scaffolding techniques as well as quality teaching for ELLs. These supports will continue throughout the school year for all teachers. We will differentiate the support depending on teacher and student need. New teachers will receive the mandated 7.5 hours of ELL training (Jose P.) After completion of the training, participants receive a certificate and record of the training is maintained by the personnel secretary, Mrs. Evans.

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

### **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?

Paste response to questions 1-4 here

Parental Involvement

1. At PS 7, we strongly feel that parental involvement is an integral part of a child's social and academic development. As a result, we make it a priority to include all of the parents in our school community through social and academic events like classroom publishing celebrations. We ensure that the parent's concerns are addressed and their ideas are validated. We do this through constant communication by allowing parents the opportunity to feel welcomed at the school. We strive to maintain a positive environment that is welcoming to parents with an open door policy. Parent needs are met through regular parent activities such as:
  - Workshops on how to support and assist children in reading in both their native language and English
  - Workshops on Math games that support logical thinking
  - Parent orientation conducted in the parents native language where parents learn about programs for ELLs.
Workshops on the new Common Core Learning Standards. Assistance is provided regularly by the school staff to parents for acquiring library cards and providing information about out of school resources, such as tutoring and health and wellness programs.
2. The parent coordinator, Birmania Rodriguez, and guidance counselor, Kelly Links, work closely with several agencies like the community library, post office, bank, supplemental services, and health and mental services agencies. These organizations provide different workshops related to finance, nutrition, technology, exercise, immigration and acquiring passports.
3. In order to organize and prioritize services and support, we evaluate parent need through surveys provided through the parent association as well as personal communication with our parent coordinator.

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3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions 1-3 here

Professional Development and support for school staff

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2. Our entire instructional staff has been involved in ESL coaching sessions where all teachers participate in studying and discussing topics such as: ESL Performance Standards, Developing Literacy Skills in ELL students, Differentiated Instruction to Address the Different Levels of Language Proficiency and Academic Development, Planning Standard-based Lessons infusing ESL strategies, Teaching the Content Areas Through ESL Strategies, providing structured vocabulary instruction, and Developing Spoken Language. We will continue building our teachers' professional development by engaging teachers in the best research-based teaching practices including scaffolding techniques, and the Principles of Learning of Academic Rigor and Accountable Talk. These principles will be embedded in all instructional plans. Our guidance counselor, Mrs. Links, works with all of our students including the ELLs on issues concerning the transition to Middle School. She also works with all students on respect for all and especially with ELLs concerning issues of arriving to a new school and new country.
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Parent needs are met through regular parent activities such as:

- Workshops on how to support and assist children in reading in both their native language and English
  - Workshops on Math games that support logical thinking
  - Parent orientation conducted in the parents native language where parents learn about programs for ELLs.
- Workshops on the new Common Core Learning Standards.

Assistance is provided regularly by the school staff to parents for acquiring library cards and providing information about out of school resources, such as tutoring and health and wellness programs.

2. The parent coordinator, Birmania Rodriguez, and guidance counselor, Kelly Links, work closely with several agencies like the community library, post office, bank, supplemental services, and health and mental services agencies. These organizations provide different workshops related to finance, nutrition, technology, exercise, immigration and acquiring passports.

3. In order to organize and prioritize services and support, we evaluate parent need through surveys provided through the parent association as well as personal communication with our parent coordinator.

## Additional Information

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

Paste additional information here

## E. Parental Involvement

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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?

Paste response to questions 1-4 here  
Parental Involvement

1. At PS 7, we strongly feel that parental involvement is an integral part of a child's social and academic development. As a result, we make it a priority to include all of the parents in our school community through social and academic events like classroom publishing celebrations. We ensure that the parent's concerns are addressed and their ideas are validated. We do this through constant communication by allowing parents the opportunity to feel welcomed at the school. We strive to maintain a positive environment that is welcoming to parents with an open door policy.

Parent needs are met through regular parent activities such as:

- Workshops on how to support and assist children in reading in both their native language and English
- Workshops on Math games that support logical thinking
- Parent orientation conducted in the parents native language where parents learn about programs for ELLs.
- Workshops on the new Common Core Learning Standards.

Assistance is provided regularly by the school staff to parents for acquiring library cards and providing information about out of school resources, such as tutoring and health and wellness programs.

2. The parent coordinator, Birmania Rodriguez, and guidance counselor, Kelly Links, work closely with several agencies like the community library, post office, bank, supplemental servies, and health and mental services agencies. These organizations provide different workshops related to finance, nutrition, technology, exercise, immigration and acquiring passports.

3. In order to organize and prioritize services and support, we evaluate parent need through surveys provided through the parent association as well as personal communication with our parent coordinator.

# 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

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	1	4	10	3	16								39
Intermediate(I)	1	0	6	23	2	5								37
Advanced (A)	4	1	1	22	17	22								67
Total	10	2	11	55	22	43	0	0	0	0	0	0	0	143

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	2	3	7							
	I	1	2	1	0	4	4							
	A	0	5	6	17	7	18							
	P	0	2	8	5	19	18							
READING/ WRITING	B	1	2	2	2	7	9							
	I	0	5	5	4	3	9							
	A	0	2	7	15	20	15							
	P	0	0	1	3	4	14							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	8	10	4	0	22
4	6	16	4	0	26
5	15	20	3	0	38
6					0
7					0
8					0
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	1	1	14	0	7	0	0	0	23
4	4	3	10	1	11	0	2	0	31
5	2	6	18	2	17	0	0	0	45
6									0
7									0
8									0
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	1	6	6	1	15	0	2	0	31
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:

## Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

**School Name:** PS 7

**School DBN:** 10X007

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Frank Patterson	Principal		11/15/11
Miosotis Ramos	Assistant Principal		11/15/11
Birmania Rodriguez	Parent Coordinator		11/15/11
Rosa Acosta	ESL Teacher		11/15/11
	Parent		
Allison Miah	Teacher/Subject Area		11/15/11
Jennifer Cano	Teacher/Subject Area		11/15/11
Laura Schmidt	Coach		11/15/11
Dahlia Taylor	Coach		11/15/11
Kelly Links	Guidance Counselor		11/15/11
	Network Leader		
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

**DBN:** 10X007      **School Name:** Kingsbridge School 7

**Cluster:** 104      **Network:**

**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**

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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.

A survey was sent home to the parents of our school community that inquired about the dominant languages spoken at home. From the information in the surveys we were able to determine the need for translation of parent letters and information as well as translators for parent-teacher conferences. Additionally, this school year the new ELPC screen regulation for all new comers provided an insight on other languages and parental language communication preference. In the beginning of the school year, we print out the home language report(RHLA) and the School Data Summary Report(RSDS) through ATS to inform us of the varied languages spoken by the families at our school.

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

The major findings of the P.S. 7's written translation and oral interpretation needs indicate that our documents must be translated into Spanish. During meetings and parent conferences, we provide in-house translators and use the telephone translation service through the DOE when and if necessary.

## Part B: Strategies and Activities

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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.

The school will provide written translation services to ensure timely provision of translated documents to parents determined to be in need of language assistance services. We will plan ahead in order to have ample time to have documents that can not be translated in-house completed in a timely manner. Spanish translated documents are usually translated in-house by school staff.

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

Oral interpretation services are provided by in-house staff. The Assistant Principal, Ms. Miosotis Ramos, the Parent Coordinator, Mrs. Birmania Rodriguez, and ESL teacher Mrs. Rosa Acosta provide most of the Spanish translations. Mrs. Norell provides Chinese translation. Other school personnel translate when necessary. In addition, we have built a relationship with several parents that are willing to translate when necessary.

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>.

At the entrance of the school there is a poster with information about the translation services available for the parents in various languages.

## 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: Kingsbridge School 7	DBN: 10X104
Cluster Leader: Corinne rellò-Anselmi	Network Leader: Bob Cohen
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: 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: 3 # of certified ESL/Bilingual teachers: 3 # of content area teachers: 0

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The English Language Arts (ELA) Test Preparation after-school program will target ELLs being tested in English Language Arts. This program will help to prepare students for the New York State English Language Arts exam by reviewing and teaching test taking strategies as well as specific reading skills like comprehension, main idea, drawing conclusions, and predictions etc. The English Language Arts Test Preparation program meets twice a week, on Wednesdays and Thursdays, for 15 weeks, 1.5 hour sessions. The program will run from November 2, 2011 through April 4, 2012. All ELLs in grades 3 through 5 will be targeted. They will be taught by 3 certified ESL teachers.

### 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: Teachers and other staff responsible for the delivery of instruction and services to limited English proficient students will continue to receive in house professional development that is purposeful and aligned with curricula and school goals for ELLs; including Title III teachers. Teachers will participate in several professional development workshops throughout the year like: incorporating the four modalities in all content areas where teachers will receive examples and ideas on how to incorporate reading, writing, speaking and listening into all content areas. In addition, teachers will receive professional development related to best practices and scaffolding techniques for ELLs. Moreover, teachers will have multiple opportunities to discuss their practice with peers, sharpen content knowledge, visit colleagues' classrooms and study student and teacher work with the purpose of improving instruction and student outcomes. These PD sessions will take place during faculty meetings and collaborative lunch conferences between September and June. Additionally, teachers and supervisor will attend workshops and professional development offered by the Office of English

**Part C: Professional Development**

Language Learners.

**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: Parental involvement is a key component to partnership between school and home therefore we strive to involve parents of ELLs in a variety of different activities that will motivate and empower them to support their child/ren. These activities will be hosted by the parent coordinator, Birmania Rodriguez, Assistant Principal, Miosotis Ramos, ESL teacher, Rosa Acosta and the principal, Frank Patterson. Classroom teachers will also participate in hosting monthly sessions for parents of their students. Some of the activities include and are not limited to: coffee hour, orientation meetings, workshops on acuity, workshops on supporting children with skills and strategies and meetings to discuss school data and goals. Parents will be notified of these activities through our monthly school calendar that goes home as well as specific memorandums and/or invitations.

**Part E: Budget**

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

Allocation Amount: \$14912

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"> <li>• Per session</li> <li>• Per diem</li> </ul>	\$8,941	ELA - 1, 1 hr. PD session for 3 teachers = \$149.67 + (6510.64) 3 teachers X 49.89 X 29 sessions X 1.5 hrs = \$6660.31 (Nov. - Apr.) Supervisor- 1 X 52.21 X 1.5 hrs X 29 sessions = \$2271.13 Total= \$8931.44
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional</li> </ul>	\$4,480	NYSESLAT and Beyond by Attanasio & Assoc. - \$3,350 Grammar, Usage and Mechanics - \$576.75

**Part E: Budget****FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$14912

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
curricula, instructional materials. <ul style="list-style-type: none"><li>• Must be clearly listed.</li></ul>		NY Ready - \$547.50 Total - \$4474.25
Educational Software (Object Code 199)	N/A	
Travel	N/A	
Other	\$1,491	Refreshments
<b>TOTAL</b>	<b>\$14,912</b>	<b>\$14,896.69</b>