



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: ELIAS BERNSTEIN INTERMEDIATE SCHOOL 7

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 31/R/R007

PRINCIPAL: DR. NORA DE ROSA

EMAIL: NDEROSA@SCHOOLS.NYC.GOV

SUPERINTENDENT: ERMINIA CLAUDIO

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
N. De Rosa	*Principal or Designee	
J. Caccioppoli	*UFT Chapter Leader or Designee	
S. Cavelli	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	
R. Arabia	Member/	
J. Hennigan	Member/	
B. Kronisich	Member/	
J. Mennella	Member/	
J. Ogman	Member/	
R. Pensabene	Member/	
C. Zall	Member/	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

By June of 2013, the English Language Arts Curriculum Team will produce two Units of Study within the Science and Social Studies content areas, which will include Rigorous Performance Tasks, aligned to the Common Core Learning Standards and Citywide Instructional Expectations as measured by the NYC DOE Instructional materials Review Rubric for Literacy.

Comprehensive needs assessment

In 2011-2012, we developed an initiative that brought teams of teachers together on a weekly basis to reflect on existing curriculum to determine weaknesses and target areas for improvement. Using the qualitative data collected by these teams of teachers, along with the Citywide Instructional Expectations and Shifts released in September 2012, we determined a need to revise our curriculum in order to produce units of study that aligned to the Common Core Learning Standards and the Citywide Instructional Expectations.

Instructional strategies/activities

- a) In order to attain the above goal by June 2013, curriculum teams across the content areas will meet on Mondays during 37.5 minutes and preps to align units of study and rigorous performance tasks to the Common Core Learning Standards. In addition, these teams will meet during their common planning periods with the members of all departments to infuse science and social studies content into the language arts units of study.
- b) During this time, the Lead Teacher and English Language Arts supervisor will meet with teams to analyze school-wide data (i.e. item analysis and trend chart) to drive the revision and creation of the units of study. Professional development will also be offered by our network team on the development and further refinement of rigorous tasks that reflect the Common Core Learning Standards and Instructional Shifts.

The Understanding by Design (UBD) template will be utilized to develop the units of study in order to create cohesion across the discipline areas in their curriculum maps. Teachers will collaboratively assess the quality of student work that comes out of the implementation of the first unit and repeat the cycle for the second unit. Teacher Teams will use the NYC DOE Instructional Materials Review Rubric for Literacy to ensure that the CCLS aligned Units are rigorous and meet the CIE Shifts.

- c) Teachers will have additional opportunities to earn per session for curriculum planning and task design if budget permits.
- d) September 2012-June 2013 ongoing.

Strategies to increase parental involvement

At various points throughout the school year, the P.T.A. meetings will address the Common Core Learning Standards and Instructional Shifts and how they impact instruction and student achievement. In addition, workshops will be offered to increase parent awareness and understanding of the instructional changes, as well as offer various strategies to assist them in attaining these goals at home with his/her child. For an in depth account of our strategies to increase parental involvement, please refer to attached PIP pgs 20-24 of this document.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
x _____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Currently, there are no students enrolled in IS 7 who reside in temporary housing.
- We have tentatively scheduled \$1,500 in per diem to be used for the teacher coverage to attend professional development. We have also scheduled \$1,032 per session to be used to develop 24 after school hours. With OTPS, we have allotted \$2,000 to pay for travel expenses to attend professional development opportunities across the City. Lastly, \$700 has been scheduled to pay for professional development outside of our network and DOE resources.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

By June of 2013, the Mathematics team will develop units of study and design rigorous performance tasks aligned with the Common Core Learning Standards and Citywide Instructional Expectations and Shifts as measured by the NYC DOE Mathematics Instructional Materials Review Rubric.

Comprehensive needs assessment

After analyzing the data presented in the Student Progress category of the 2011-2012 School Progress Report, it became evident that we need to focus on the median growth percentile. Having scored an “A” in every other section of the report, we recognized the need to improve upon our Student Progress rating of a “B,” especially since this category is weighted as 60% of the overall Progress Report grade. This need is supported by our median growth percentile ranking of 49.0% among our peer group in mathematics.

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) key personnel and other resources used to implement these strategies/activities
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation.

- a) In order to attain these goals by June 2013, all math teachers will meet on Mondays during 37.5 minutes and common planning and preps to align units of study and design rigorous performance tasks that reflect the Common Core Learning Standards and Citywide Instructional Expectations and Shifts.
- b) In addition, these teams will meet during their daily common planning periods with the assistance of the Lead Teacher and the math supervisor. Professional development will be offered by our network team on the development and further refinement of these tasks.
- c) Teachers will collaboratively assess the quality of student work that comes out of the implementation of the first unit and repeat the cycle for subsequent units. Teachers will have additional opportunities to earn per session for curriculum planning and task design if budget permits.
- d) September 2012-June 2013 ongoing

Strategies to increase parental involvement

At various points throughout the school year, the P.T.A. meetings will address the Common Core Learning Standards and Instructional Shifts and how they impact instruction and student achievement. In addition, workshops will be offered to increase parent awareness and understanding of the instructional changes, as well as offer various strategies to assist them in attaining these goals at home with his/her child. For an in depth account of our strategies to increase parental involvement, please refer to attached PIP pgs 20-24 of this document.

Budget and resources alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’ 13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Currently, there are no students enrolled in IS 7 who reside in temporary housing.
- We have tentatively scheduled \$1,500 in per diem to be used for the teacher coverage to attend professional development. We have also scheduled \$1,032 per session to be used to develop 24 after school hours. With OTPS, we have allotted \$2,000 to pay for travel expenses to attend professional development opportunities across the City. Lastly, \$700 has been scheduled to pay for professional development outside of our network and DOE resources.

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

- By June 2013, 3% of all students who scored in the bottom 1/3 on the 2012 NYS ELA exam will show an increase of .3 on their proficiency rating as measured by their performance index on the 2013 NYS ELA exam.

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.

According to the New York City Department of Education Progress Report our overall score was a 76 which equates to a grade of an “A”. In the category “School Environment” we earned an “A” scoring 9.9 out of a possible 15 points; In the category “Student Performance” we earned an “A” scoring 20.4 out of a possible 25 points and in the category “Students Progress” we earned a “B” scoring 33.2 out of a possible 60 points. However, in the “Closing the Achievement Gap” we earned a 2.2 scoring out of a possible 15 points. This demonstrates the need for our school to improve upon progress in relation to student achievement on the NYS ELA Exam.

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:
 - e) strategies/activities that encompass the needs of identified student subgroups
 - f) key personnel and other resources used to implement these strategies/activities
 - g) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - h) timeline for implementation.
- a) In order to attain this goal, the Language Arts Department will continue to align the curriculum maps with the Common Core Learning Standards. Professional development opportunities and common planning time on Mondays will focus on enhancing academic coherence throughout the curriculum by integrating the Understanding by Design method. Professional Development will also be provided by our network to further enhance our units of study and to create rich benchmark assessments that naturally align with the curriculum. Additionally the administration has proposed two SBO votes to have additional professional development days to share concepts of coherency, teacher assessment and student self- assessment.
- b) Teachers will also meet a minimum of four times a week to plan units of study. Teachers will focus each unit around a Big Idea and an essential question to design the unit backwards. In addition, teachers will meet during their prep periods to continue planning collaboratively to meet the needs of individual learners.
- c) All students will compile a portfolio demonstrating evidence of the writing pieces. Each piece of writing will demonstrate the writing process, academic rigor and utilize standardized rubrics to evaluate student work. The writing pieces and rubrics will be developed by the teachers to

align with the Common Core Learning Standards. Teachers will collect student portfolios for evaluation to provide teacher feedback intended to create consistency and accuracy in assessing student work according to rubric standards. The teams will analyze student work, specifically on the rigorous performance tasks and compare to CCLS, in order to identify gaps and trends to improve student performance. In addition, academic intervention services, extended day, lunch-time tutoring, small group instruction, conferencing with students and differentiated instruction will enhance and support instruction and individual student needs. Based on our school-wide data, all level 2 students are required to attend the extended day program. Teachers are purposefully placed in teams to address the individual needs of the targeted students. Students are strategically placed into small groups for instruction based on their area(s) of need. Students' accountability is reflected on their report card. Resources were purchased to support instruction. The teachers will infuse technology by utilizing the I-Pad with various educational applications that streamline and enhance classroom routines and curriculum. These routines include, but are not limited, to conferencing, record keeping and lesson planning.

d) September 2012-June 2013

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- At various points throughout the school year, the P.T.A. meetings will address the Common Core Learning Standards and Instructional Shifts and how they impact instruction and student achievement. In addition, workshops will be offered to increase parent awareness and understanding of the instructional changes, as well as offer various strategies to assist them in attaining these goals at home with his/her child. We also updated our school website ECHALK with links for parents/families to CCLS. For an in depth account of our strategies to increase parental involvement please refer to attached PIP pgs 20-24 of this document

Budget and resources alignment

• Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

X Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Currently, there are no students enrolled in IS 7 who reside in temporary housing.
- We have tentatively scheduled \$1,500 in per diem to be used for the teacher coverage to attend professional development. We have also scheduled \$1,032 per session to be used to develop 24 after school hours. With OTPS, we have allotted \$2,000 to pay for travel expenses to attend

professional development opportunities across the City. Lastly, \$700 has been scheduled to pay for professional development outside of our network and DOE resources.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals. By June 2013, 3% of all students who scored in the bottom 1/3 on the 2012 NYS Math exam will show an increase of .3 on their proficiency rating as measured by their performance index on the 2013 NYS Math exam.

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.

According to the New York City Department of Education Progress Report our overall score was a 76 which equates to a grade of an “A”. In the category “School Environment” we earned an “A” scoring 9.9 out of a possible 15 points; In the category “Student Performance” we earned an “A” scoring 20.4 out of a possible 25 points and in the category “Students Progress” we earned a “B” scoring 33.2 out of a possible 60 points. However, in the “Closing the Achievement Gap” we earned a 2.2 scoring out of a possible 15 points. This demonstrates the need for our school to improve upon progress in relation to student achievement on the NYS Math Exam.

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) key personnel and other resources used to implement these strategies/activities,
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation.

- a) In order to attain this goal, the Mathematics Department will analyze data through an inquiry process utilizing Acuity (predictive and customized diagnostic assessments), formative and summative assessments to support data driven decisions that will drive classroom instruction and provide appropriate interventions such as, AIS services which includes extended day program, small group instruction, peer tutoring, and differentiated instructional strategies. In addition, the analysis of results will determine student progress and aid in establishing student benchmarks in order to target student weakness and apply the aforementioned intervention strategies.

The Mathematics Department will continue to align the curriculum maps with the Common Core Learning Standards. Professional development opportunities and common planning time on Mondays will focus on enhancing academic coherence throughout the curriculum by integrating the Understanding by Design method. Professional Development will also be provided by our network to further enhance our units of study and to create rich benchmark assessments that naturally align with the curriculum. Additionally the administration has proposed two SBO votes to have additional professional development days to share concepts of coherency, teacher assessment and student self- assessment.

- b) Teachers will meet a minimum of four times a week to plan units of study. Teachers will focus each unit around a cluster of standards that focus on a Big Idea and essential questions, permitting them to design the unit backwards. In addition, teachers will meet during their prep

periods to continue planning collaboratively to meet the needs of individual learners.

Teachers will implement a mid-lesson assessment strategy in their daily lessons to adequately address the learning needs of all students in their math classes. This assessment will be used to measure understand of the mini-lesson in order to re-group students. This provides an opportunity for teachers to differentiate the tasks to meet the diverse learning needs of each group. The math department will also meet on a monthly basis to align their lessons and best practices vertically across the grade levels in order to develop a seamless curriculum that meets the rigorous demands of the CCLS.

- c) All students will compile a portfolio demonstrating evidence of the CCLS aligned rigorous math tasks. Teachers will collect student portfolios for evaluation to provide teacher feedback intended to create consistency and accuracy in assessing student work according. The teams will analyze student work, specifically on the rigorous performance tasks and compare to CCLS, in order to identify gaps and trends to improve student performance. In addition, academic intervention services, extended day, lunch-time tutoring, small group instruction, conferencing with students and differentiated instruction will enhance and support instruction and individual student needs. Based on our school-wide data, all level 2 students are required to attend the extended day program. Teachers are purposefully placed in teams to address the individual needs of the targeted students. Students are strategically placed into small groups for instruction based on their area(s) of need. Students' accountability is reflected on their report card. Resources were purchased to support instruction. The teachers will infuse technology by utilizing the I-Pad with various educational applications that streamline and enhance classroom routines and curriculum. Calculators, rulers, and protractors will be infused into the classroom on all grade levels to prepare students for the new format of the math state exam.
- d) September 2012-June 2013

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- At various points throughout the school year, the P.T.A. meetings will address the Common Core Learning Standards and Instructional Shifts and how they impact instruction and student achievement. In addition, workshops will be offered to increase parent awareness and understanding of the instructional changes, as well as offer various strategies to assist them in attaining these goals at home with his/her child. We also updated our school website ECHALK with links for parents/families to CCLS. For an in depth account of our strategies to increase parental involvement please refer to attached PIP pgs 20-24 of this document

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Currently, there are no students enrolled in IS 7 who reside in temporary housing.
- We have tentatively scheduled \$1,500 in per diem to be used for the teacher coverage to attend professional development. We have also scheduled \$1,032 per session to be used to develop 24 after school hours. With OTPS, we have allotted \$2,000 to pay for travel expenses to attend professional development opportunities across the City. Lastly, \$700 has been scheduled to pay for professional development outside of our network and DOE resources.

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.

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.

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

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

 X Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<p>Teach-Assess-Regroup-Re-teach</p> <p>Strategies include a multimodality</p> <p>Approach targeting a variety of learning styles: visual, auditory, kinesthetic, and tactile. In addition, deficit areas identified will be task-analyzed with the opportunity for repetitious review. Four essential components of reading instruction are incorporated into the lessons: phonemic awareness, fluency, vocabulary and comprehension. This program maximizes students' time reading, blends reading or writing into all subject areas, explicitly teaches how to make meaning of texts and gives students opportunities to discuss what they have</p>	<p>Small Group Instruction</p> <p>Lunch time tutoring</p> <p>One to One on a limited basis</p> <p>Peer Tutoring</p> <p>The school hopes to continue employ a full time paraprofessional teacher to provide small group instruction for our target population identified by the data team. AIS is also provided through the utilization of Educational Paraprofessionals trained by the lead teacher in collaboration with the classroom teachers.</p>	<p>Extended Day</p> <p>After School Test Prep</p> <p>Small Group Instruction</p>

	<p>learned. The Wilson Program is also being used by the Special Education and</p>		
<p>Mathematics</p>	<p>Teach-Assess-Regroup-Re-teach Strategies include a multimodality Approach targeting a variety of learning styles: visual, auditory, kinesthetic, and tactile. In addition, deficit areas identified will be task-analyzed with the opportunity for repetitious review. Additionally, the On Core Mathematics program is being utilized by all students to target basic foundation skills, and test prep strategies.</p>	<p>Small Group Instruction Lunch time tutoring One to One on a limited basis Peer Tutoring The school hopes to continue employ a full time paraprofessional teacher to provide small group instruction for our target population identified by the data team. AIS is also provided through the utilization of Educational Paraprofessionals trained by the lead teacher in collaboration with the classroom teachers.</p>	<p>Extended Day After School Test Prep Small Group Instruction</p>
<p>Science</p>	<p>Teach-Assess-Regroup-Re-teach Strategies include a multimodality Approach targeting a variety of learning styles: visual, auditory, kinesthetic, and tactile. In addition, deficit areas identified will be task-analyzed with the opportunity for repetitious review.</p>	<p>Small Group Instruction Lunch time tutoring One to one on a limited basis Peer Tutoring</p>	<p>Extended Day After School Test Prep Small Group Instruction</p>

Social Studies	<p>Teach-Assess-Regroup-Re-teach</p> <p>Strategies include a multimodality</p> <p>Approach targeting a variety of learning styles: visual, auditory, kinesthetic, and tactile. In addition, deficit areas identified will be task-analyzed with the opportunity for repetitious review.</p>	<p>Small Group Instruction</p> <p>Lunch time tutoring</p> <p>One to one on a limited basis</p> <p>Peer Tutoring</p>	<p>Extended Day</p> <p>After School Test Prep</p> <p>Small Group Instruction</p>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>Middle school students are often “at-risk” academically, interpersonally, and/or “personally” (self-imposed). These at-risk students are identified formally through the Pupil Personnel Team or informally through parent/guardian, staff member, or personal individual referral. The school has support groups in the areas of self-esteem enhancement, peer pressure resistance, interpersonal relations, conflict resolution methodology, decision-making skills and career development issues. There are also individual counseling</p>	<p>Support groups</p> <p>Group counseling</p> <p>Individual counseling</p> <p>Classroom lessons</p> <p>Guidance counselors and social workers are available to provide at-risk services throughout the school day. Academic intervention services are delivered during the course of the school day. The guidance counselors, social workers, and school psychologists frequently speak with parents offering referrals and suggestions in order to maintain a consistent approach to help the students.</p>	<p>Lunch periods</p> <p>Arts & technology classes</p> <p>Guidance counselors and social workers are available throughout the school day for crisis counseling and matters that need to be addressed immediately.</p>

	<p>sessions provided according to a prescribed schedule for some students; “as-needed” and/or crisis counseling is always available. In all cases, evaluations are ongoing; interventions are changed and/or terminated when indicated. In some cases parents/guardians are encouraged to pursue outside services; referrals often originate from the school counseling staff.</p> <p>The guidance counselors are also providing monthly classroom lessons to address topics such as body image, suicidal ideation, and drug use.</p>		
--	---	--	--

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

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

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

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, IS 7 is 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;

IS 7 PARENT INVOLVEMENT POLICY:

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;
- 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;

IS 7 will further encourage school-level parental involvement by:

- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- 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

IS 7 will 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;

IS 7 will support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- 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;

IS 7 will 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. IS 7 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. IS 7 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
2012-13**

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 Julia Bove	District 31	Borough Staten Island	School Number 007
School Name Elias Bernstein Intermediate School 7			

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

Principal Dr. Nora De Rosa	Assistant Principal Joseph Mennella
Coach Timothy Imbema, Math LT	Coach Christina Russotto, ELA LT
ESL Teacher Danka Amtzis	Guidance Counselor Nicole Lark
Teacher/Subject Area Jennifer Hennigan, Math	Parent Sherry Cavelli
Teacher/Subject Area	Parent Coordinator Barbara Zaremba
Related Service Provider Emanuel Giardina	Other
Network Leader Julia Bove	Other

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

Total number of students in school	1206	Total Number of ELLs	8	ELLs as share of total student population (%)	0.66%
------------------------------------	-------------	----------------------	----------	---	--------------

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. [①](#)

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

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

At the orientation, parents are provided with ESL brochures downloaded from the DOE website and they also have an opportunity to watch the ESL orientation video and ask questions about the programs presented in the DOE video. At the conclusion of the orientation, the parents fill out Parent Program Selection form. The original form is kept in students' cumulative record folders. During the orientation, the parents are informed about their child's placement and the teacher explains the ESL services offered at school. The communication with parents is in their native language. If a parent needs an interpreter, our school has staff members who speak Spanish, Arabic, Russian and Punjabi. For other, lower incident languages, the ESL teacher contacts the DOE Translation and Interpretation for over-the-phone translation services. If needed, the school uses translation funds and hires an outside translator. Upon reviewing the Parent Surveys and Program selection forms for the past several years, we found that parents consistently choose the ESL program although the Bilingual and Dual Language Programs are also offered to them during the ELL Parent Orientation. As a result, the ESL program in our school is aligned with what parents have been requesting. In addition, we currently do not have enough students who speak the same language to form a self contained ESL, Bilingual class or a Traditional Dual Language class in our school.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained Push-In							1	5	2					8
Total	0	0	0	0	0	0	1	5	2	0	0	0	0	8

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	8	Newcomers (ELLs receiving service 0-3 years)	4
SIFE	0	ELLs receiving service 4-6 years	0
		Special Education	2
		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									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL										0
Total	0	0	0	0	0	0	0	0	0	0

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): <u>0</u>	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: <u> </u>	Asian: <u> </u>
Hispanic/Latino:	Other:
Native American: <u> </u>	White (Non-Hispanic/Latino): <u> </u>

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								1						1
Chinese														0
Russian								1	1					2
Bengali														0
Urdu							1							1
Arabic								1	1					2
Haitian														0
French														0
Korean														0
Punjabi														0
Polish								1						1
Albanian								1						1
Other														0
TOTAL	0	0	0	0	0	0	1	5	2	0	0	0	0	8

Part IV: ELL Programming

A. Programming and Scheduling Information

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

A. Programming and Scheduling Information

- 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?

IS7 provides English Language Learners with English as a Second Language Program in grades 6 through 8. A fully certified and licensed ESL teacher provides the instruction. The program for the 2012-2013 school year will be a self-contained model of ESL instruction. In the ESL class, the language of instruction is English. The students in the ESL class are grouped heterogeneously. Based on the most recent NYSESLAT scores, our Advanced students receive 180 minutes of ESL instruction per week; our Intermediate and Beginner students receive 360 minutes of ESL instruction per week. The ESL teacher at IS7 ensures that the ESL curriculum reinforces the general curriculum of a particular grade level. The ESL teacher also provides challenging instruction, including Common Core based instruction. The ESL instruction is closely aligned with the Common Core Learning Standards based ELA instruction. The ESL teacher implements activities which integrate all four skills: listening, reading, speaking and writing. The activities reinforce the general curriculum and the content is always culturally diverse. The ESL teacher is using scaffolding techniques in order to combine ESL and content area instruction.

Instruction for ELL students is differentiated based on students' needs. All newly admitted students are placed into age-appropriate classes and the grade advisor uses the "buddy-system" for the remainder of the school year until the student becomes acquainted with the school system. The ESL teacher ensures that there are materials available in a child's native language, especially for SIFE and Beginner level ELL students. All SIFE and Beginner level ELL students are placed in a mandated extended day program, three times a week, where they receive additional academic help in English and Math. Since all newcomer and SIFE ELLs are most likely at the beginning stage of their language acquisition, classroom strategies aim to make the learner secure and comfortable and able to achieve in the ESL classroom as well as the student's regular classroom. For the long-term ELL students and those students who are receiving services 4-6 years, the ESL teacher is using scaffolding techniques in order to combine ESL and content area instruction. The teacher expands on students' attempts to use language, thereby facilitating communication at a level beyond the students' actual linguistic capabilities. By using ESL methodologies and content area instruction, the students do not learn language as an isolated subject. For the 2012-2013 school year, the focus will be on non-fiction reading and writing.

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

- Common Core based non-fiction selections
- Scholastics Scope non-fiction narratives

Our school meets the diverse needs of ELL students by placing them in appropriate classes and grouping them heterogeneously in the ESL classes. Students are offered bilingual dictionaries, materials in their native language and twice a week the ESL instruction is delivered in the computer LAB where students exclusively use MAC computers. This school year the iPads will be used daily in the ESL classroom. Content area teachers have been encouraged to use ESL methodologies and utilize them with the ELLs in their classrooms.

Courses Taught in Languages Other than English

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

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

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	N/A		N/A	N/A
Social Studies:	N/A		N/A	N/A
Math:	N/A		N/A	N/A
Science:	N/A		N/A	N/A

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

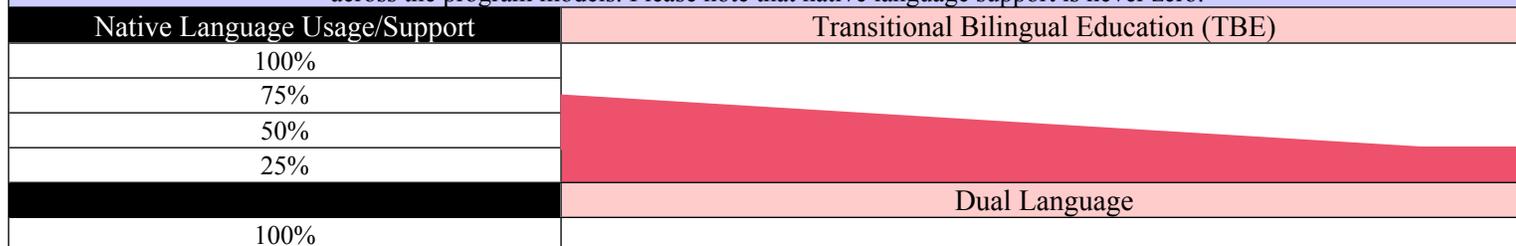
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

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.



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.			

B. Programming and Scheduling Information--Continued

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

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

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

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

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

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

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

For the upcoming school year, ELL students will have an opportunity to participate in the afterschool UAU program which offers courses such as Drama, Glee and Art. In addition, they will use the brand new MAC computer lab room every Tuesday and Wednesday; ALL ELL students will use the iPads for the 2012-2013 school year. Currently, we do not have any programs that will be discontinued for the 2012-2013 school year. ELLs are afforded equal access to all school programs, and they can sign up for all programs offered in our school, except for the ELA and Math extended day program. This program is mandated, and ELL students are placed in the afterschool program based on their most recent ELA and/or Math scores.

Instructional materials offered in our school are as follows:

Scholastic Scope Common Core non-fiction selections- ELL middle school program for the ESL class

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

In the ESL classroom, native language support is offered by providing students with iPads and for the Spanish speaking students, books in their native language are made available as well. All resources currently available to our ELL students are age and grade appropriate.

Spanish is the language electives offered to ELL students in grade 7 and 8. All newly enrolled ELL students are placed in an age appropriate class and they are always paired with other students who speak their language throughout the school year. This "buddy system"

will help facilitate learning and help all newly admitted ELLs achieve a smooth transition to a new school environment.

C. Schools with Dual Language Programs

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

N/A

D. Professional Development and Support for School Staff

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

Professional development for all teachers is ongoing. All teachers of ELL students will participate in Professional Development workshops offered in school during half-days and student non-attendance days designated for professional development. Every Monday, the teachers meet in teams and work collaboratively planning instruction based on current Common Core based curriculum maps. The ESL teacher will mentor the Sign Language teacher this year.

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

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

E. Parental Involvement

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			2		1		1		4
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				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

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

- Acuity
- TCRWP assessments (on below level readers)
- Informal reading conferences
- CARS test of reading skills
- Wrap- an informal writing and reading assessment profile

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

comprehension and fluency.

The data across NYSESLAT modalities reveals the following:

In grade 6, one (1) student scored at the Advanced level in the Listening/Speaking modality and at the Proficient level in the Reading/Writing modality. In grade 7, there are no Beginner level students in any modality and two (2) students who scored at the Advanced level in both modalities-Listening/Speaking and Reading/Writing. Two (2) students scored at the Proficient level on the Listening/Speaking part, one (1) student scored at the Proficient level and one (1) student scored at the Intermediate level in the Reading/Writing modality. In grade 8, two (2) students scored at the Intermediate level in both the Reading/Writing modality and the Listening/Speaking modality of the NYSESLAT.

Currently, we have one (1) newly admitted student in grade 7 who was administered the LAB-R in the Fall 2012. The student scored at the Advanced level on the LAB-R exam.

The above data indicates that we need to focus on developing our ELLs' reading and writing skills, by developing individualized lesson plans and by differentiating instruction in the ESL classroom. According to the above data, we plan to further improve our students literacy skills by utilizing word walls in the classrooms, as well as pictures and/or realia to help develop academic vocabulary needed to prepare students for the future. Students will be encouraged to use iPads, bilingual dictionaries and glossaries in all subject areas, and for this school year, all ELL students will have an opportunity to use the new Mac computer lab. We evaluate the success of our programs for ELLs by continuously looking at most current assessment data, both formal and informal classroom observations and by analyzing authentic student work.

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: Elias Bernstein

School DBN: 31R007

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dr. Nora De Rosa	Principal		
Joseph Mennella	Assistant Principal		
Barbara Zaremba	Parent Coordinator		
Danka Amtzis	ESL Teacher		
Sherry Cavelli	Parent		

School Name: Elias Bernstein

School DBN: 31R007

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Teacher/Subject Area		
Jennifer Hennigan	Teacher/Subject Area		
Timothy Imbema, Math LT	Coach		
Christina Russotto, ELA LT	Coach		
Nicole Lark	Guidance Counselor		
Julia Bove	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013

Requirement under Chancellor's Regulations – for all schools

DBN: 31R007 School Name: Elias Bernstein Intermediate School

Cluster: 6 Network: 602

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

Part A: Needs Assessment Findings

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

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

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

Currently only a few families in our school have requested that all school correspondence be translated to the following languages: Chinese, Spanish, and Russian. One family has requested an interpreter to be available for the Parent Teacher Conferences. All translated school correspondence is posted on our school website www.IS7vikings.org. The ELL contact person notifies the school community about parents' interpretation needs through Parent Coordinator.

Part B: Strategies and Activities

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

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

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

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

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

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

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

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

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

bilingual DOE staff from the other schools. For the IEP conferences, the school will directly contact the DOE Translation and Interpretation Unit for over-the-phone translation services.

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

The school Parent Coordinator and the ELL contact person will post signs in each of the covered languages, indicating the availability of interpretation services. The signs will be posted near the primary entrance to school. Signs will also be posted notifying parents that copies of translated versions of The Bill of Parent Rights and Responsibilities are available in the Main Office. The Parent Coordinator, Ms. Zaremba, will email surveys to all parents with children in school. The surveys will inform the parents about the Chancellor's Regulations A-663. This will give all parents an opportunity to request written, as well as oral translation and interpretation services, for the entire school year. The school ELL contact person, in collaboration with the school Parent Coordinator, will ensure that all parents are provided with appropriate and timely school correspondence in a language they request.