



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: [THE KINGSBRIDGE SCHOOL](#)

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): [10X007](#)

PRINCIPAL: [FRANK PATTERSON](#)

EMAIL: FPATTER@SCHOOLS.NYC.GOV

SUPERINTENDENT: [MELODIE MASHEL](#)

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Frank Patterson	*Principal or Designee	
Nathaniel Schiavo	*UFT Chapter Leader or Designee	
Jeanne Gutierrez	*PA/PTA Co-President	
Lesley Koram	PA/PTA Co-President	
Brian Schaeffer	Member/CSA Member	
Nelson Uwague	Treasurer	
Tara McMaster	Member/Teacher/Chairperson	
Krista Deighan	Member/Teacher	
Barbara Flam	Member/Teacher	
Caridad Rosado	Member/Parent	
Mohammad Alam	Member/Parent	
Ronald Grube	Member/Parent	

** 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

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

Utilize the Danielson 2011 Rubric, specifically *Domain 1 Planning & Preparation - Designing Coherent Instruction (1e)* and *Domain 3 Instruction – Communicating with Students (3a)*, *Using Questioning and Discussion Techniques (3b)*, *Using Assessment in Instruction (3d)* to develop effective support for teachers.

By June 2013:

- **Administration conducted frequent cycles of formative classroom observations and provided timely and actionable feedback;**
- **Teachers participated in professional development supporting improved teaching practice;**
- **Teachers know what effective teaching looks like, have a shared language to discuss what's working and what needs to be improved, and know which actions to take to improve their practice.**

Comprehensive needs assessment

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

In the 2011-12 Progress Report our Student Progress overall was 51.2 and an 'A', Student Performance 17.5 and an 'A', School Environment 13.0 and an 'A' and Closing the Achievement Gap 4.2. Our Overall Score then was 85.9 and an 'A'. In 2011-12 our Overall Percentile was 98.

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

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- Principal and assistant principals will examine the Danielson 2011 Rubric and refine the observation feedback protocols.
- Develop a schedule of short, frequent cycles of classroom observations across K-5 classes.
- Schedule additional time to prepare and provide focused timely and actionable feedback to each teacher.
- Design program of professional development to strengthen teacher understanding of the specific areas of the Danielson 2011 Rubric we are working on, so that teachers understand what each aspect looks like in his/her teaching.
- Provide professional development for all teachers (ARIS Learn) to support the specific clarification and action to be taken as required by individual teachers following the feedback. There will also be in-class support provided by instructional leaders, coaches and outside consultants, as deemed necessary.

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.

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

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).

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

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

To engage in investigation of the instructional shifts in EL/Literacy and Mathematics through a rigorous implementation of the CCLS-aligned tasks.

By June 2013:

- **In Fall all students will have engaged in one ELA/literacy and one mathematics assessment task embedded in a rigorous curriculum unit and aligned to the Common Core.**
- **In Spring all students will have engaged in one ELA/literacy and one mathematics assessment task embedded in a rigorous curriculum unit and aligned to the Common Core.**
- **In May/June 2013 Instructional leaders and coaches will have facilitated an informed discussion of the implications of the instructional shifts in ELA/Literacy and Mathematics within and across grades.**

Comprehensive needs assessment

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

- **In the 2011 NYS TEST Student Performance was 8.3 out of a possible 25 point score and in 2012 NYS TEST Student Performance was 17.5 out of a possible 25 point score.**
- **In 2012 NYSELA Test 8.6% increase in percentage students performing at Proficiency Levels 3 & 4 and our average student proficiency was 2.90**
- **In 2012 NYS Math Test 16% increase in percentage students performing at Proficiency Levels 3 & 4 and our average student proficiency was 3.35**
- **We are encouraged by the progress and at this school we have embraced the Citywide Instructional Expectations and the Common Core-aligned tasks to help us work towards improvements in each category of the Progress Report in the future.**
- **We wish to strengthen student work, refining our curriculum, assessment, and classroom instruction by starting with the Common core-aligned performance tasks and rubric assessment.**

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- **PD opportunities will be provided that exposes staff to student work and diagnostic tasks aligned to the selected standards, available on the Common Core Library (CITYWIDE INSTRUCTIONAL EXPECTATIONS).**
- **Using ARIS Learn, EngageNY and the NYC DOE Professional Development Resources continue to deepen teacher understanding around Common Core, such as, during grade team meetings and faculty conferences.**

- Implement two NYC Common Core-Aligned Tasks, instructional supports and additional ELL and Special Education materials in ELA/Literacy and Mathematics for all students in 2012-13.
- Using the Common Core-aligned rubrics closely examine the resulting student assessment outcomes.
- K-5 Grade teams will collaboratively review the CCLS and the Instructional Shifts in ELA/Literacy and Mathematics to ensure shared understanding and compliance.
- Grade teams will collaborate to align Pre K-5 curriculum with the Common Core, and refine the instructional units to meet the learning needs of students.
- The emerging instructional expectations will allow PS7 to adjust what and how we teach in order to help all students succeed on grade level tasks that are cognitively demanding.

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

Budget and resources alignment

- Indicate your school's Title I status: X 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 X 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).

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

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

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

To emphasize the use of evidence to inform or make effective arguments both orally and in writing.

By June 2013:

- **All teachers received professional development on text-dependent questioning based on close analytic reading**
- **Students are engaged in reading texts multiple times to 'go deeper' by reading like detectives and becoming critical readers and thinkers**
- **All students are sharing the arguments built in response to texts in their discussions and writing**
- **65% of general education students will have moved up at least one level in the 'use evidence' area of the rubric developed by teachers (comparing their baseline assessment with the endline)**
- **45% of ELLs and Special Education students will have moved up at least one level in the 'use evidence' area of the rubric being used by teachers (comparing their baseline assessment with the endline).**

Comprehensive needs assessment

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

We scored 48.4% Level 3 & 4 overall in ELA 2012 and we examined our data we find that our students, including our subgroups, have a need to improve in their ability to find and explain evidence for their ideas, discussion points and arguments in literacy.

- **In the NYSELA 2011-12:**
 - **48.4% students performed at level 3 or 4**
- **In the NYSELA 2011-12 Test percentage of Progress achieved by the following subgroups was:**
 - **+7% ELLs**
 - **+4.9% SWD**

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

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) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- **Students will complete tasks that require them to read and analyze informational texts and write opinions and arguments in response as a baseline assessment.**

- Grade teams will use a rubric aligned to the Common Core that includes the 'use evidence' category for this assessment.
- Instructional leaders provide professional development on designing open-ended, text-based questions
- Grade teams, supported by their instructional leaders review the Guidance for Implementation of Grade Level Common Core Instructional Shifts in ELA/Literacy (including 'Examples of what is NO LONGER expected' and 'Examples of what is NOW EXPECTED')
- Professional development conducted using the NYC DOE Resources for Teacher Teams Professional Learning:
- Making Connections in Literacy: Selected Common Core Standards and Instructional Shifts
- Common Core-aligned Pedagogy for Learning
- Looking at Students' Current Thinking and Surfacing Gaps
- All teachers will co-plan to create multiple entry points and instructional scaffolding and opportunities to integrate smart and strategic ways to improve academic language and thinking around informational texts.
- Grade teams will review the Fall student writing samples to identify the next steps taking students to the next level of achievement (based on the rubric)
- Grade teams will plan to present lessons that encourages students to:
- Analyze paragraphs on a sentence by sentence basis and sentences on a word by word basis to determine the role played by individual paragraphs, sentences, phrases, or words
- Investigate how meaning can be altered by changing key words and why an author may have chosen one word over another
- Prove each argument in persuasive text, each idea in informational text, each key detail in literary text, and observe how these build to a whole
- Examine how shifts in the direction of an argument or explanation are achieved and the impact of those shifts
- Question why authors choose to begin and end when they do
- Note and assess patterns of writing and what they achieve
- Consider what the text leaves uncertain or unstated
- Grade teams will review the final student Endline Assessment to monitor progress toward this goal.

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

Budget and resources alignment

- Indicate your school's Title I status: X 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).

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

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.

To require understanding of core math concepts and applying them to new situations as well as writing and speaking to demonstrate deep conceptual understanding.

By June 2013:

- **All teachers received professional development on the Instructional Shifts in Mathematics 2012-13.**
- **Teachers focus deeply on only those concepts prioritized in the standards through the K-5 Major Clusters**
- **Students reach strong foundational knowledge and deep conceptual understanding and are able to transfer mathematical skills and understanding across concepts and grades.**
- **75% of general education students will have moved up at least one level in the ‘provide evidence’ for their answers (comparing their baseline assessment with the endline)**
- **45% of ELLs and Special Education students will have moved up at least one level in the ‘provide evidence’ for their answers (comparing their baseline assessment with the endline)**

Comprehensive needs assessment

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

- **In the NYSMATH 2011-12:**
 - **72.3% students performed at level 3 or 4**
- **In the NYSMATH 2011-12 Test percentage of Progress achieved by the following subgroups was:**
 - **+13.5% ELLs**
 - **+28.4% SWD**

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

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) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

- Describe your plan for meeting your goal, including staffing, scheduling, and funding.
- All students will complete CCLS-aligned math tasks as a baseline assessment.
- Grade teams will use specific criteria aligned to the Common Core that includes the 'provide evidence' for this assessment K-5.
- All teachers implement two Common Core-aligned curriculum units, building on the work of the 2011-12 school year.
- One of the Common Core-aligned units will focus on Mathematical Practices 3 (construct viable arguments and critique the reasoning of others) and/or 4 (model with mathematics) and the selected domain of focus for the grade.
- The other unit should also focus on Mathematical Practices 3 and/or 4 as well as other relevant Mathematical Practices and may center on standards in the same domain or other major works of the grade (as outlined on Crosswalk of Common Core Instructional Shifts: Mathematics)
- Instructional leaders provide professional development that will assist teachers in designing learning that helps students understand how to demonstrate their thinking when using specific grade level mathematical skills
- Grade teams, supported by their instructional leaders will review the Emphases in Common Core Standards for Mathematical Content Kindergarten – Grade 8 (relevant sections K-5)
- Professional development conducted using the NYC DOE Resources for Teacher Teams Professional Learning:
- Exploring the Instructional Shift of Rigor in Math
- Introduction to Math Guidance Documents
- Current vs. Common Core-aligned 3-8 Assessments
- Making Connections in Math: Selected Common Core Standards and Instructional Shifts
- Grade teams will review the Fall student assessments to identify the next steps taking students to the next level of achievement (based on the performance criteria)
- Grade teams will meet regularly and utilize student work samples with a view to refining instruction and developing a set of well-crafted and specific strategies to support the achievement of rigorous tasks that demand evidence based on their mathematical thinking.
- Teachers will co-plan to create multiple entry points and instructional scaffolding and opportunities to integrate smart and strategic ways to improve language and thinking around mathematical texts.
- Grade teams will review the student Endline Assessment to monitor progress toward this goal.
- Math units will show the following shift in classroom instruction: require fluency, application, and conceptual understanding.

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.
- Information will be provided to parents on the measures being put in place to improve instruction at the regular monthly PTA meetings
- Parent Coordinator distributes information that is translated into Spanish.
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- Publishing Parties open to the entire school community with specific invitations to student's parents

Budget and resources alignment

- Indicate your school's Title I status: X 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).

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

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	- Differentiated Learning Period - AIS - Academic Success Program	- Small group - Small group -targeted students (for up to 20 per class)	- #2 & #3 during school day - During school day - After School Mon
Mathematics	- Differentiated Learning Period - AIS	- Small group - Small group -targeted students (for up to 20 per class)	- #2 & #3 during school day - During school day - After School Mon
Science	n/a	n/a	n/a
Social Studies	n/a	n/a	n/a
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling Counseling Mediation	One-to-one Small group	As scheduled As needed during the school day

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.

- PS7 has 100% highly qualified teachers
- Teachers are recruited through the most recent approved channels as stipulated by the NYCDOE
- Teacher morale is treated with great care at this school and feedback is managed so that all are informed and wherever appropriate have a role to play in decision making
- Teachers are provided with individualized, grade level or whole school professional development opportunities to enable them to fulfill their role and to achieve professional fulfillment.
- We have a Literacy Coach, a Mathematics Coach and a Data Specialist. They provide high quality support in the form of coaching and mentoring as well as grade level or whole school level professional development. In addition we have consultants that come into the school to provide high quality professional development, and District and Network personnel provide services and professional support as well.

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
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 Corinne RelloAnselmi/Bob Cohen	District 10	Borough Bronx	School Number 007
School Name The Kingsbridge School			

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

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

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	3	Number of certified bilingual teachers	1	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	1	Number of teachers of ELLs without ESL/bilingual certification	16
Number of teachers who hold both a bilingual extension and ESL certification	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	1		

D. School Demographics

Total number of students in school	569	Total Number of ELLs	145	ELLs as share of total student population (%)	25.48%
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Part II: ELL Identification Process

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

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

Paste response to questions 1-6 here

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

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

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

3. At PS 007, entitlement letters are distributed to students to take home, as well as sent by mail. Parents receive entitlement and non-entitlement letters to inform them of their child's status as an English language Learner and their most recent NYSESLAT level. Since NYSESLAT scores are usually obtained in August/September, parents are sent the letters to inform them of whether their child/ren are

eligible for ESL services in the beginning of the school year. Copies of the entitlement letters are made before sending them out to parents. Those letters are organized by grade and subject of letter and stored in the Assistant principal office who is in charge of ELL programs. Parent surveys and program selection forms are given to parents and returned after they have watched the orientation video.

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

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

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

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input 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	To t #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained				1	1	1								3
Push-In	2	1	1	1	0	0								5

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Total	2	1	1	2	1	1	0	0	0	0	0	0	0	8

B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. [?](#)

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	111	13	5	30	0	4	4	0	0	145
Total	111	13	5	30	0	4	4	0	0	145

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

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs) K-8														
Number of ELLs by Grade in Each Language Group														

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	9	1	8	48	23	40								129
Chinese	1	0	2	4	1	0								8
Russian														0
Bengali		1												1
Urdu				1										1
Arabic				1		2								3
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0

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
Albanian				1										1
Other			1	1							Pro			2
TOTAL	10	2	11	56	24	42	0	145						

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Paste response to questions 1-7 here Programming and Scheduling Information

1a & b. The organizational model used at PS 7 is the push-in model where the classroom and ESL teacher, Rosa Acosta, work in collaboration to provide language instruction using ESL strategies within the content areas. The groups of students serviced are sometimes heterogeneously or homogeneously grouped depending on the skill, strand, or objective of the lesson. Both teachers strategically plan using formal and informal data to deliver instruction to the targeted group.

2. One certified ESL teacher, Mrs. Rosa Acosta works with general monolingual teachers providing content instruction to ELL students. The ESL teacher supports in developing students' English language proficiency by integrating ESL strategies within content area instruction. The ESL teacher supports ELL students through a push-in model. The ESL teacher plans together with the classroom teachers to ensure curriculum alignment. This program is designed to provide instruction in English with intensive support of ESL strategies and methodologies to develop English language proficiency and acquisition. The results of the New York State English as a Second Language Achievement Test will determine the units of ESL instruction mandated by CR Part 154. Students are grouped homogeneously or heterogeneously according to levels in modalities as per the NYSESLAT in order to target instruction.

2a. Beginner and intermediate English Language Learners receive 360 minutes of English as a Second Language instruction per week. Advanced English Language Learners receive 180 minutes of English as a Second Language instruction as mandated by CR Part 154.

A. Programming and Scheduling Information

Although we do not have bilingual programs, to help students transition from their native language to academic English, we provide support (glossaries, translated dictionaries, and library books) in the students' native language to help students meet grade level standards in all content areas.

3. When planning content area lessons, teachers focus on both content and language objectives. Throughout the lesson, the objectives are supported through specific scaffolding techniques, student engagement, lesson pacing, modeling, and clear and explicit directions. In addition, students are grouped according to their English proficiency levels and the task/activity is differentiated to meet their specific academic levels. Teachers use a variety of techniques to make content concepts clear like modeling, visuals, hands-on activities, demonstrations, gestures, and body language. Teachers also incorporate technology where students engage in interactive activities practicing all four modalities as well as expanding higher order thinking skills. The activities are meaningful and provide language practice opportunities for reading, writing, listening, and/or speaking. It is the teachers' goal to provide content concepts that are appropriate for students' age and educational background.

4. We ensure that ELLs are appropriately evaluated in their native language through informal interviews, running records, and the Lab-R. The information this provides is used to inform subsequent teaching and learning activities as well as grouping.

5a. SIFE

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

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

5b. Newcomers

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

This will be accomplished through the following:

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

A. Programming and Scheduling Information

- Print rich environment that allows students to make reference to word walls and classroom charts

5c. ELLs receiving services 4 to 6 years

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

5d. Long term ELLS

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

6. Teachers of ELL-SWDs use a variety of instructional strategies and grade-level materials. Some of the strategies used to make content more comprehensible for ELL-SWDs are scaffolding techniques, bridging, explicit modeling, sentence starters, using visuals, modification of text, small group instruction, guided reading, strategy/skill groups and the use of graphic organizers as a guide or supplement to build background support in literacy and writing. Teachers have classroom libraries organized by levels as well as guided reading texts that are used according to students' reading levels and purpose of the lesson.

7. To meet the diverse needs of ELL-SWDs within the least restrictive environment we emphasize differentiation. Although ELL-SWDs are expected to meet the standards, in our curriculum we ensure that we provide strategies on how we can support these students on achieving these goals. In addition, we ensure scheduling flexibility by allowing service providers to collaborate with teachers so that students are not pulled out for services during reading and mathematics. The ESL provider pushes in.

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:

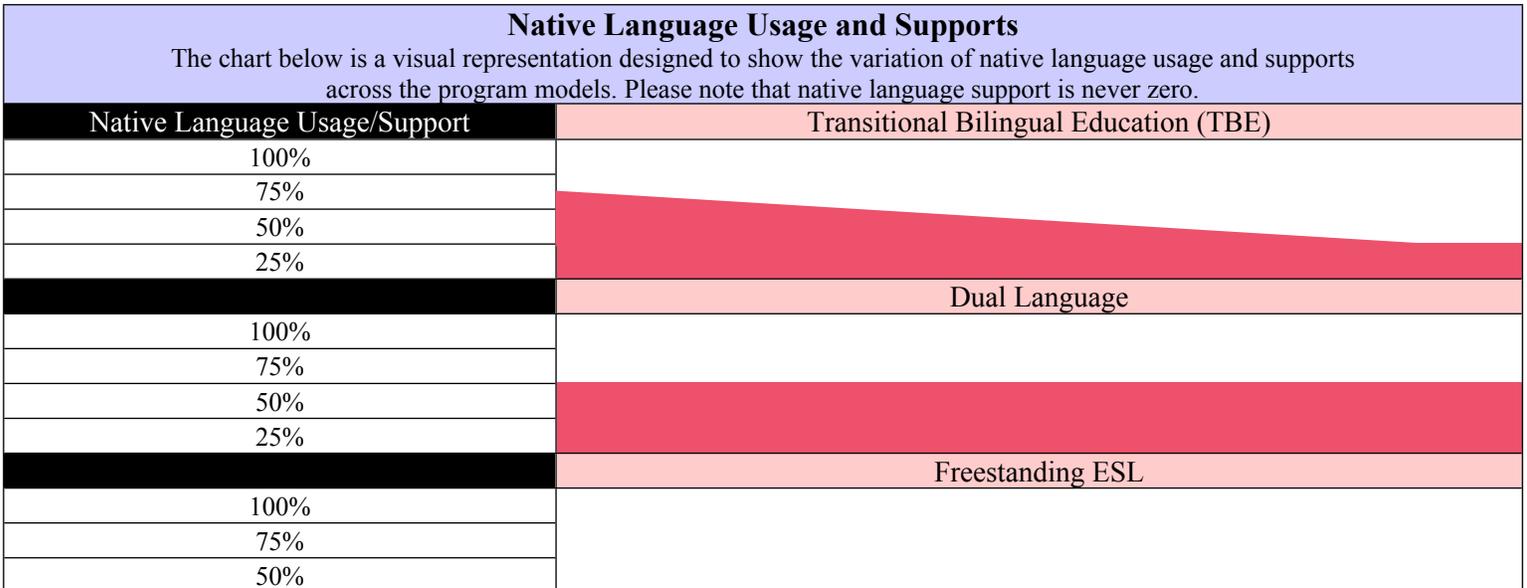
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				

Social Studies:	
Math:	
Science:	

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



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?

Paste response to questions 8-17 here

Paste response to questions 8-17 here

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

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

Professional Development and support for school staff

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

E. Parental Involvement

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

Paste response to questions 1-4 here

Parental Involvement

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

Parent needs are met through regular parent activities such as:

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

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

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	5	1	4	10	3	16								39
Intermediate(I)	1	0	6	23	2	5								37
Advanced (A)	4	1	1	22	17	22								67
Total	10	2	11	55	22	43	0	0	0	0	0	0	0	143

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
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NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	0	0	0	2	3	7							
	I	1	2	1	0	4	4							
	A	0	5	6	17	7	18							
	P	0	2	8	5	19	18							
READING/ WRITING	B	1	2	2	2	7	9							
	I	0	5	5	4	3	9							
	A	0	2	7	15	20	15							
	P	0	0	1	3	4	14							

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	8	10	4	0	22
4	6	16	4	0	26
5	15	20	3	0	38
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1	1	14	0	7	0	0	0	23
4	4	3	10	1	11	0	2	0	31
5	2	6	18	2	17	0	0	0	45
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1	6	6	1	15	0	2	0	31
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

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

Native Language Tests

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

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

1. 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.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. 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?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

Paste response to questions 1-6 here

1. To assess the early literacy skills of our ELLs, we use ECLAS-2 and DRA. Interim Assessments also provide information on the students' academic development. The data provided indicates a need for a systematic plan for language development, which guides programmatic and curricular decisions for students until they acquire academic proficiency in English. Many of the beginner and intermediate ELLs, struggle with literacy in English as well as literacy in their native language. The advanced ELLs need additional support in the areas of writing and reading.
2. A number of ELLs who score proficiency in the area of listening & speaking continue to need support in reading & writing. For this reason, these students do not test out. Nonetheless, most of the ELLs need more support in reading & writing than in listening & speaking.
3. The data pattern noticed across proficiency levels and grades on the NYSESLAT is the following:
 - Students tend to perform better in the listening/speaking portion of the assessment; there are more advanced and proficient students in this area in comparison to reading/writing.
- 4 a & b. At PS 7, we look at each individual child's areas of strengths and weaknesses to support them in making academic progress. Teachers work closely with our Data Coach, Yolanda Wright, and administration to ensure understanding of the data reports and how to utilize them to support the child. Teachers use the reports to track progress as well as to group students accordingly into small groups to target specific skills in specific content areas. For ELLs in particular, the data goes beyond test scores; we look at their educational history and transition. We have noticed that this bit of information plays a big role in what the child may need to make academic progress. We utilize their native language when necessary by providing support materials like books, audio, glossaries, dictionaries and translators.
5. N/A
6. To evaluate the success of our program for ELLs, we analyze the data (NYSESLAT, ELA, Math, Periodic Assessment and Acuity) to determine gains made from one year to the other.

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: The Kingsbridge School

School DBN: 10X007

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Frank Patterson	Principal		11/15/11
Miosotis Ramos	Assistant Principal		11/15/11
Birmania Rodriguez	Parent Coordinator		11/15/11
Rosa Acosta	ESL Teacher		11/15/11
	Parent		11/15/11
Allison Mihal	Teacher/Subject Area		11/15/11
Jennifer Cano	Teacher/Subject Area		11/15/11
Laura Schmidt	Coach		11/15/11
Dahlia Taylor	Coach		11/15/11
Kelly Links	Guidance Counselor		11/15/11
Bob Cohen	Network Leader		11/15/11
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013

Requirement under Chancellor's Regulations – for all schools

DBN: 10X007 School Name: The Kingsbridge School

Cluster: 1 Network: 104

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.

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: Kingsbridge School	DBN: 10X007
Cluster Leader: Douglas Knecht	Network Leader: Bob Cohen
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 80 Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 4 # of certified ESL/Bilingual teachers: 4 # of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The English Language Arts (ELA) Test Preparation after-school program will target ELLs in grades 2 through 5. The teachers in this program will use ESL methodologies to help prepare students for the New York State English Language Arts exam by reviewing and teaching test taking strategies as well as specific reading skills like comprehension, main idea, drawing conclusions, and predictions etc. For this program we are using Buckle Down and other resources like leveled books for guided reading, brochures, magazines, menus, comic books etc. The English Language Arts Test Preparation program meets twice a week, on Wednesdays and Thursdays, for 36 sessions, 1.5 hour sessions. The program will run from November 1, 2012 through April 11, 2013. Most ELLs in grades 2 through 5 will be targeted. Many ELLs in grades 3 through 5 have been targeted to attend other after-school programs like DreamYard which is an arts program (dance, art, drama) and other academic after-school programs. They will be taught by 4 certified ESL teachers.

Part C: Professional Development

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

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

Begin description here: Teachers and other staff responsible for the delivery of instruction and services to limited English proficient students will continue to receive in house professional development that is purposeful and aligned with curricula and school goals for ELLs; including Title III teachers. Teachers will participate in several professional development workshops throughout the year like: incorporating the four modalities in all content areas where teachers will receive examples and ideas on how to incorporate reading, writing, speaking and listening into all content areas. In addition, teachers will receive professional development related to best practices and scaffolding techniques for ELLs. Moreover, teachers will have multiple opportunities to discuss their practice with peers, sharpen content knowledge, visit colleagues' classrooms and study student and teacher work with the purpose of improving instruction and student outcomes. These PD sessions will take place during faculty meetings and collaborative lunch conferences between September and June. All teachers will receive monthly professional development concerning ELLs. Teachers also receive professional development and guidance around data regarding this population. The training offers information on how to read the data as well as what to do with it to better support ELLs academically. These professional development sessions will be conducted by the principal and Assistant principal in charge of the ELL programs as well as the pedagogical coaches. Additionally, teachers and supervisor will attend workshops and professional development offered by the Office of English Language Learners.

Part D: Parental Engagement Activities

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

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

Begin description here: Parental involvement is a key component to partnership between school and home therefore we strive to involve parents of ELLs in a variety of different activities that will motivate and empower them to support their child/ren. These activities will be hosted by the parent coordinator, Birmania Rodriguez, Assistant Principal, Miosotis Ramos, ESL teacher, Rosa Acosta, and other pedagogues. Classroom teachers will also participate in hosting monthly sessions for parents of their students. Some of the activities include and are not limited to: coffee hour, orientation meetings, workshops on acuity, workshops on supporting children with skills and strategies in literacy and math and meetings to discuss school data and goals. Some of the scheduled workshops for parents of ELLs are: Math through Games scheduled for December 1, 2012, Meeting Standards and Testing scheduled for December 6, 2012, Reading & Questioning in the Native Language scheduled for January 14, 2013 and follow-up workshops to be scheduled. Parents will be notified of these activities through our monthly school calendar that goes home as well as specific memorandums and/or invitations.

Part E: Budget

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

Allocation Amount: \$

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

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
materials. <ul style="list-style-type: none">• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		