



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: PS/MS 007 SAMUEL STERN
DBN (i.e. 01M001): 04M007
Principal: SAMEER TALATI
Principal Email: STALATI@SCHOOLS.NYC.GOV
Superintendent: ALEXANDRA ESTRELLA
Network Leader: DAN FEIGELSON

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Sameer Talati	*Principal or Designee	
Jessica Rivera	*UFT Chapter Leader or Designee	
Ms. Morales	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Brian Freehill	Member/ UFT Teacher	
Ben Strat	Member/ UFT Teacher	
Janna Dodge	Member/ UFT Teacher	
Kim Booker	Member/ Parent	
Latanya Webster	Member/ Parent	
Tanisha Bason	Member/ Parent	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2014, students in grades 6-8 will be immersed in a project based learning class that will deepen critical thinking skills, reinforce content knowledge, and apply key skills across disciplines. This class will enhance and promote our schoolwide instructional focus: Students will develop the skill of using evidence to support arguments in discussion, which will then transfer to stronger writing in literacy and math, and develop the communication and collaboration skills that support college and career readiness. We will measure the success of our program in grades 6-8 by using *Advance* baseline and end of year results (Local Measures).

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.

PS/MS 007 seeks to develop curriculum that will meet the demands of the common core. Upon review of last year's data for informational/explanatory writing rubrics scores we realized that there were significant gaps. We examined the work through the lens of structure, elaboration, conventions and meaning. We reviewed the curriculum we taught during the 2012-2013 school year and realized that there were gaps between classroom instruction and the common core standards. We needed to develop a curriculum that would meet the needs of our students while addressing the new standards. As we met in teacher teams throughout the course of the year to examine student work we noticed that students were unable to elaborate their writing--specifically by citing relevant evidence. By reviewing our schedule and courses offered in grades 6-8 it is our belief that if we create an experiential learning course that fosters critical thinking then we will have students who will use evidence to support arguments in discussion, which will then transfer to stronger writing in literacy and math, and develop the communication and collaboration skills.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Providing all students with baseline assessments at the beginning of the year
2. Post unit performance tasks
3. Review of prior years test
4. Teacher data meetings
5. Utilizing teacher conferring notes to determine student grouping
6. Administrative feedback using Danielson Framework
7. Using common meeting to examine student work and revising curricular calendars
8. Use of U.D.L framework to design rigorous curriculum
9. Saturday test prep writing academy will begin in January with a specific focus on use of evidence.

B. Key personnel and other resources used to implement each strategy/activity

1. Christina Riggio-Network Achievement Coach (To help with items 3, 4, 5, 7, and 8 in Part A)
2. Rachel Rothman and Katy Wischow-Teachers College Staff Developers (To help with items 3, 4, 5, 7, and 8 in Part A)
3. Martha Gutierrez and Amy Schless- Literacy and Math Coaches (To help with items 1, 2, 3, 4, 5, 7, 8, and 9 in Part A)
4. Monthly meetings at Teachers College (Professional Development) (To help with items 8 and 9 in Part A)
5. Network meetings facilitated by various achievement coaches specific to our goal (To help with all items in Part A)
6. Administrators to provide on-going feedback. (To help with item 6 in Part A)

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. School wide inquiry time focused on evaluation student work (To help with items 2, 3, 4, 7 and 8 in Part A)
2. Weekly bulletin that outlines expectations for the week and important instructional meetings (To help with items 1, 2, 3, 4, 5, 6, 7, 8 and 9 in Part A)
3. Weekly meetings with the instructional cabinet (To help with 1, 2, 3, 4, 5, 6, 7, 8 and 9 in Part A)
4. Common planning time with grade band teams to evaluate student work (To help with items 2, 3, 4, 7 and 8 in Part A)

5. Weekly instructional middle school meeting (To help with items 2, 3, 4, 7 and 8 in Part A)

D. Timeline for implementation and completion including start and end dates

Based on 4-6 weeks cycle beginning in September 2013 and ending in June 2014, see timeline below:

- September 2013: Examine student test results in ELA. Provide all students with baseline assessments, and analyze results—jotting any and all patterns. (To help with items 1 and 3 in Part A)
- October 2013: Start meeting in teacher teams to review curriculum and identifying gaps. (To help with items 4, 5, 7 and 8 in Part A)
- November 2013: Revise curriculum to meet the needs of our students based on initial baseline data—especially subgroups. (To help with items 4, 5, 7 and 8 in Part A)
- December 2013: Provide students with performance task in literacy. (To help with item 2 in Part A)
- January 2014: Meet to analyze results and note any discrepancies from our curriculum. (To help with items 4, 7 and 8 in Part A)
- February 2014: Professional developers will lead work to re-align curriculum with adequate scaffolds. (To help with items 4, 5, 7, 8 and 9 in Part A)
- March 2014: Provide another round of informal assessments and analyze data. (To help with items 2, 4, 5, 7, 8 and 9 in Part A)
- April 2014-June 2014: Review final student data in ELA. Isolate skills that students will need to address and align to CCLS. (To help with items 2, 4, 5, 7, 8 and 9 in Part A)

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

A schedule will be created to allow for flexible scheduling. Teachers will meet with each other or staff developers that do not interrupt the instructional day for students. Each grade level team will meet at minimum 2x/week. In addition, grade level cohorts (pre-k-2, 3-5, 6-8) will meet Wednesday afternoons throughout the school year. The schedule is set to provide teacher teams to meet and discuss action steps for all students.

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).

-PS/MS 7 values the opinions of our parental body. As such, we are here to provide them with opportunities to become familiar with the new standards. We believe that having this knowledge, they will be able to provide the necessary support to their children. The staff has developed many ways to reach out to parents in order to be involved with the alignment of the CCLS:

- Translation of all parent documents and meetings into Spanish
 - Provide informal progress reports 3x/year with the opportunity for parents to conference with teachers to discuss results and strategies to increase student success
 - 2 formal report cards per year in the elementary school
 - 3 formal report cards per year in middle school
 - Workshops for parents on monitoring student homework and providing help specifically related to writing
 - Curriculum night to explain the new common core standards to families
 - Celebration of work with students and parents
- Incentives for parent attendance

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	x	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2014, at-risk students in grades 6-8 will be part of an AIS structured program, in both math and ELA, to support their specific needs. We will measure the success

of our program by comparing/tracking student benchmark/formative and summative (state testing) from the 2012-2013 school year with the results of the 2013-2014 school year. Our belief is that a strong AIS program will allow us to meet the needs of all of our students at risk and provide them with the necessary skills to achieve.

Comprehensive Needs Assessment

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

After review of last year's new Common Core aligned assessments in Mathematics and ELA and with the input of teachers regarding student performance, we came to consensus that our at risk students in grades 6-8 would benefit significantly from small group instruction. The middle school math department met and determined that the biggest gap was the students' ability to adequately defend an argument and explain their mathematical reasoning. Teachers determined this by examining student work on last year's performance assessments, classroom assignments and other tasks. In ELA, teachers saw a disconnect between students' ability to verbalize their thoughts and their ability to put those thoughts into writing. Teachers determined this by looking at student work from formal assessments, On Demand writing and through engaging in the writing process.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

1. Small group pull-out for mathematics
2. MSQI
3. Leveled Literacy Intervention
4. Small group pull-out for ELA

2. Key personnel and other resources used to implement each strategy/activity

1. The Math Coach will meet with teachers to agree upon flexible groups of student who are in need of additional assistance. Small groups will work on investigations in the Common Core aligned curriculum (Connected Math Project 3), as well as remedial lessons from various resources.
2. The MSQI coordinator will use the results from the DRP, as well as teacher recommendations to pull small groups to provide individualized instruction.
3. The Literacy Coach and teachers will collaborate to utilize the Leveled Literacy Intervention program for struggling students.
4. The Literacy Coach will meet with teachers to establish groupings for small group pull-out.

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Mathematics:
 - Student work products in sessions and in class
 - Student writing and justifications for responses
 - Student reasoning through argument, models and various other representations
 - Student performance on formative assessments (MoSL, Benchmarks, State Exam)
2. MSQI:
 - Student work products
 - Student writing across content
 - Student performance on formative assessments (MoSL, Benchmarks, State Exam)
3. Leveled Literacy Intervention
 - Student reading levels (Running Records)
 - Student reading comprehension
4. ELA:
 - Student reading levels (Running Records)
 - Student work products in sessions and in class
 - Student performance on formative assessments (MoSL, Benchmarks, State Exam)

4. Timeline for implementation and completion including start and end dates

1. Mathematics:
 - September 2013: Explore and analyze student data based on initial assessments (2013 State Exam, MoSL, Diagnostic Assessment).

- October 2013: Identify students in need and begin pulling small groups based on need.
- November 2013: Continue providing students with small group instruction and develop classroom strategies to focus on areas of weakness.
- December 2013: Administer Fall Benchmark Exam. Evaluate student progress and adjust groups based on need.
- January/February 2014: Continue to provide students with small group instruction and develop classroom strategies to focus on areas of weakness. Begin Saturday Math Academy.
- March 2014: Provide another round of informal assessments and analyze data. Make necessary changes to small groups.
- April 2014: Administer State Exam. Continue to provide students with small group instruction and develop classroom strategies to focus on areas of weakness.
- May 2014: Administer Spring Benchmark Exam. Evaluate student progress and adjust groups based on need.
- June 2014: Review final student data in mathematics. Reflect on student progress.

2. MSQI:

- September 2013: Students take DRP. Results are analyzed and students in need of support are identified.
- October 2013: Student groupings are established
- November 2013-January 2014: Staff is immersed in cohort 3 professional development while staff introduces Word Generation (vocabulary instructional curriculum) to all 6th graders.
- January 2014-March 2014: Students take mid-year DRP and teachers re-group.
- March 2014-June 2014: Focus on creating 1 period of MSQI work per day.

3 and 4. Leveled Literacy Intervention and ELA pull-out

- September 2013: Explore and analyze student data based on initial assessments (2013 State Exam, MoSL, Running Records).
- October 2013: Identify students in need and begin pulling small groups based on need.
- November 2013: Continue providing students with small group instruction and develop classroom strategies to focus on areas of weakness.
- December 2013: Evaluate student progress and adjust groups based on need.
- January/February 2014: Continue to provide students with small group instruction. Begin Saturday Academy.
- March 2014: Provide another round of informal assessments and analyze data. Make necessary changes to small groups and students receiving intervention.
- April 2014: Administer State Exam. Continue to provide students with small group instruction.
- May 2014: Evaluate student progress and adjust groups based on need.
- June 2014: Review final student data in ELA. Reflect on student progress.

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Mathematics: The Math Coach will determine a schedule based on initial student need and teacher support. Teachers will assist in selecting students in need of AIS based on formative assessments and classroom observation. Groups will be flexible throughout the year.
2. MSQI: The MSQI coordinator will assess students and create a schedule for small groups. She will work with all content teachers to implement Word Generation across content areas. Teachers will participate in on-going Professional Development.
3. Leveled Literacy Intervention and ELA pull-out: The Literacy Coach will work with teachers to identify students in need of intervention and small group instruction. They will create schedules and groups that will be flexible throughout the year.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parental 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).

-Curriculum night to explain changes in Math and ELA curriculum based on common core standards

-Parent workshops to provide support and suggestions for monitoring homework in accordance with new common core standards

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	x	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2014, we will utilize in-house literacy and math coaches to provide ongoing support and professional development to teachers as evidenced by short, frequent observations conducted by administration and an increase in student performance on the NYS ELA and math examinations by two percentage points."

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 order to meet the demands of the Common Core Learning Standards, we will have an ELA and Mathematics coach to provide teachers with the support they need through the implementation process. This decision was made by looking at teacher need. In June 2013 end of year meetings teachers identified someone who they can provide support so they can navigate the new curriculum. Specifically, after collaboratively selecting the new Common Core aligned core curriculum, GoMath for K-5 and CMP3 for 6-8, a coach is necessary to provide teacher trainings. Coaches will guide teachers through an inquiry cycle of analyzing student work in order to provide teachers and students with actionable next steps to improve student achievement. TC staff developers will provide further support to staff. In both subject areas of need were determined at end of year meetings by reviewing and analyzing student work and curricula. Both artifacts displayed areas of gap in terms of meeting common core expectations.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

1. Teacher team meetings: Planning, CCLS, Learning Progressions, Instructional Shifts, DOK
2. PD around Danielson Framework and unit plans
3. Classroom intervisitations

2. Key personnel and other resources used to implement each strategy/activity

1. Teacher team meetings:
 - Grade level and grade band common planning time
 - ELA and Mathematics Coaches
2. PD around Danielson Framework and unit plans:
 - Common planning time/inquiry time
 - Network Achievement Coaches
3. Classroom intervisitations:
 - Template for recording observations
 - Time to debrief
 - ELA and Mathematics Coaches

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Teacher team meetings:
 - Evidence of coherent instruction
 - Improved practice among teachers
 - Teachers show clear understanding of the expectations of the CCLS in daily lesson plans
 - Student engagement in Mathematical Practices is evident in the classroom
 - The Instructional Shifts are evident in all classroom lessons and activities
 - Teachers provide student the opportunity to engage in tasks of various DOK levels
 - Actionable next steps present on student work

- Improved student achievement
2. PD around Danielson Framework and unit plans:
- Lessons are planned with Danielson Framework in mind
 - Teachers encourage classroom discourse, facilitate discussions and provide students with conversation starters
 - Unit plans follow a UBD format that includes a culminating task centered around argumentative writing
3. Classroom intervisitations:
- Feedback provided to teachers
 - Best practices shared among teachers

4. Timeline for implementation and completion including start and end dates

1. Teacher team meetings:
- September 2013: Find common planning time and create schedules
 - October/November 2013: Set norms for meetings and begin common planning. PD and discussion around CCLS, Learning Progressions, Instructional Shifts and DOK
 - November/December 2013: Begin inquiry cycle of analyzing student work and providing teachers and students with actionable next steps.
 - January 2014-June 2014: Continue inquiry cycle and providing actionable next steps. Evaluate how next steps are improving student achievement. Continual check-ins with teachers to ensure this process is meeting their needs.
2. PD around Danielson Framework and unit plans:
Faculty will experience three ten-week cycles of PD from October 2013-June 2014. Each cycle will consist of:
- Planning: UBD
 - Teaching: Questioning and Discussion
 - Reflection
3. Classroom intervisitations:
- Teachers and coaches will participate in a 6-8 week cycle of classroom visitations and providing feedback from September 2013-June 2014.

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Teacher team meetings: ELA and Math Coaches will create schedules of common planning time to facilitate teacher team meetings. Teams will engage in an inquiry cycle of looking at and analyzing student work. Meetings will reflect student and teacher needs.
2. PD around Danielson Framework and unit plans: A calendar will be created for teachers to work collaboratively during Wednesday Inquiry time. Through the guidance to the ILT and outside facilitators, the work will directly relate to helping the teacher deliver the best instruction for students.
3. Classroom intervisitations: Using end of year and initial planning conferences with all teachers, principal and coaches will meet to identify staff in most need of support. In consultation with other administrator, coaches will develop their schedule as well as off-site PD opportunities. Coaches will also facilitate intervisitation schedule.

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).

Coaches will create an assessment calendar. This calendar will require teachers to submit various assessment data to coaches. In turn, coaches will create informal parent progress reports to go to each parent. These reports will be aligned to the common core. Coaches will instruct staff to meet with those families whose child is in need of most support.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	Title IA	x	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

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Goal and Action Plan #4

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.

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- **Strategies/activities that encompass the needs of identified subgroups**

1.

- **Key personnel and other resources used to implement each strategy/activity**

1.

- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

6.

- **Timeline for implementation and completion including start and end dates**

1.

- **Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1.

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- 1) **Strategies/activities that encompass the needs of identified subgroups**

1.

2) Key personnel and other resources used to implement each strategy/activity
1.
3) Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
6.
4) Timeline for implementation and completion including start and end dates
1.
5) Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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	<ul style="list-style-type: none"> -Interactive writing -Guided Reading -Great Leaps -Leveled Literacy Intervention -Book Clubs -Reading Rescue -MSQI -Extended Day -Saturday Academy -Partnerships <ul style="list-style-type: none"> -Edible Schoolyard, NYC -I Have A Dream Foundation -Urban Dove 	<ol style="list-style-type: none"> 1) Pull out small group during the school day. Students use guided reading books at their instructional levels and work on targeted learning activities in the areas of grammar, decoding and reading comprehension. 2) Great Leaps program is used 4 days a week for 5-10 minutes each day with individual students in elementary grades. 3) Students at risk are provided with individual intervention for 30 minutes daily through Reading Rescue. 4) MSQI gives struggling students intervention in small groups. 5) Small group instruction during extended day sessions, data from predictive tests, running records and informal assessments is used to plan instruction. 6) ELA Saturday academy consists of reading and writing instruction that is offered 4-5 Saturdays during the months of February and March. 	<ul style="list-style-type: none"> -Saturdays -During School -After School
Mathematics	<ul style="list-style-type: none"> -Extended Day -Small Groups based on individual need -Saturday Academy -Partnerships <ul style="list-style-type: none"> -Edible Schoolyard, NYC -I Have A Dream Foundation -Urban Dove 	<ol style="list-style-type: none"> 1) Small group instruction during extended day sessions. Students work on targeted learning activities to meet computational needs and problem solving through standards based problems. 2) Small group instruction lead by AIS provider. 3) Math Saturday academy consist of math instruction that is offered 4-5 Saturdays during the months of 	<ul style="list-style-type: none"> -Saturdays -During School -After School

		February and March. 4) Partnerships provide small group tutoring that meets the needs of all children in various areas.	
Science	-MSQI -Extended Day -Small Groups based on individual need -Partnerships -Edible Schoolyard, NYC -I Have A Dream Foundation -Urban Dove	1) MSQI gives struggling students intervention in small groups. 2) Small group instruction during extended day sessions, data from predictive tests, running records and informal assessments is used to plan instruction. 3) Partnerships provide small group tutoring that meets the needs of all children in various areas.	-After School -During School
Social Studies	-MSQI -Extended Day -Small Groups based on individual need -Partnerships -Edible Schoolyard, NYC -I Have A Dream Foundation -Urban Dove	1) MSQI gives struggling students intervention in small groups. 2) Small group instruction during extended day sessions, data from predictive tests, running records and informal assessments is used to plan instruction. 3) Partnerships provide small group tutoring that meets the needs of all children in various areas.	-After School -During School
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	-Programs vary depending on student need: therapeutic, social, emotional, and academic.	Small group/individually during the day, after school, and during lunch.	-During School -After School

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

2. All elements of the *All Title I Schools* section must be completed*.
2. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
3. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
x	School Wide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> -All staff members, currently, are considered highly qualified. -We will continue to attract highly qualified teaches through: <ul style="list-style-type: none"> -our HR recruiter -partnership with local universities. -PS/MS 7 works closely with the New York City Department of Education Fellows Program to attract highly qualified teachers to our school. Potential candidates are invited in for an interview with the hiring team, and asked to our school to conduct a demonstration lesson.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
PS/MS 7 utilizes the mentoring program to provide training and support to new teachers and guides them towards their certification needs. Professional workshops are offered during and after school. The UFT Chapter chairperson at PS/MS 7 provides information and literature regarding UFT course offerings that will satisfy licensing and certification requirements for our new teachers

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Specific funding is used by collaboratively developing a plan with key school stakeholders. For example, our STH funding plan was decided by principal, assistant principal, attendance teacher, school aide, parent representatives, and counselor. It was deemed that various school supplies would be purchased for all students listed as STH. The plan is then introduced for approval to network personnel (Matt Manner).

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
We maintain the standards of the Early Childhood tenets by working with the office of Early Childhood with the NYC Department of Education. In particular, both of our pre-school teachers work with a Ms. Jones (counselor) year long to provide families with the best choices throughout the course of the year. In addition, teachers partake in the DOE Work Sampling program. This allows teachers to analyze student work, modify curriculum, and maintain the integrity of the ECERS-R evaluation.

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
All staff members are included in decision-making regarding assessments to use. As a committee staff received PD on various assessments that may capture the best data to base instructional decisions from during several meetings in June of 2013.

Staff made selections that they felt were best for their use so that all students may learn from. The decision making process is as follows:

- 6) Introduction to various assessments
- 7) Professional Development regarding assessments
- 8) Meeting to discuss pros and cons of all assessments
- 9) Meeting with question, "what assessments will provide us (the staff) with the most accurate data so that we can create plans to best support the needs of our students?"
- 10) Partner with families to explain all assessment choices and invite them to ask questions.
- 11) Select final assessments
- 7) Receive on-going PD from coaches and network personnel in terms of next steps with data.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required 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
MAY 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;
5. always try my best to learn.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 04	Borough Manhattan	School Number 007
School Name Samuel Stern		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Sameer Talati	Assistant Principal Gary Ross
Coach Mary Williams	Coach Martha Gutierrez
ESL Teacher Jonathan Kendall	Guidance Counselor Daughn Lee
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Tamika Sanders
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	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 currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	378	Total number of ELLs	65	ELLs as share of total student population (%)	17.20%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K <input checked="" type="checkbox"/>	1 <input checked="" type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input checked="" type="checkbox"/>
	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Pull-out	1	2	2	2	2	0	2	2	2					15
SELECT ONE														0
Total	1	2	2	2	2	0	2	2	2	0	0	0	0	15

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	65	Newcomers (ELLs receiving service 0-3 years)	51	ELL Students with Disabilities	10
SIFE	2	ELLs receiving service 4-6 years	12	Long-Term (completed 6+ years)	2

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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	51	2	5	12	0	5	2	0	0	65
Total	51	2	5	12	0	5	2	0	0	65

Number of ELLs who have an alternate placement paraprofessional: 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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			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
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									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
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	10	10	9	2	9		5	4	3					52
Chinese														0
Russian														0
Bengali			1											1
Urdu														0
Arabic	3	1	2	2			2	1	1					12
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	13	11	12	4	9	0	7	5	4	0	0	0	0	65

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)	7	0	0	0	1		3	0	1					12

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	1	4	5	1	6		1	3	2					23
Advanced (A)	5	7	7	3	2		3	2	1					30
Total	13	11	12	4	9	0	7	5	4	0	0	0	0	65

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	6	2			8
5					0
6	3	3			6
7	5				5
8	2				2
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	6		1		1				8
5									0
6	3		3						6
7	2			1					3
8	1		1						2
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual (SWD)									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 Foreign Language				
Government				
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								

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

To assess the literacy skills of students in grades K-8 we conduct TCRWP running records three times a year. The data tells us that most ELLs are below the literacy benchmarks that have been put in place. In order to improve our students' scores each teacher with the help of the literacy coach and ESL teacher develops learning goals for each student. These goals are discussed in grade level meetings and are monitored throughout the school year.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data shows that we have a decreasing number of long term ELLs (two) this makes up 3% of our ELL population. A majority of our ESL students are newcomers and have been receiving services for (0-3 years) this makes up 78% of our ELL population. The data patterns reveal that our students received lower scores on the reading/writing portions of the exams relative to the speaking/listening portions.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The data shows that our students struggled with reading/writing more than speaking/listening. The ESL teacher will make an effort to make sure that students who are speaking and listening on grade level will be able to carry over that success to their reading and writing. Students who are not yet speaking and listening on grade level will have that area emphasized before they move on to reading and writing on grade level. As of this writing the AMAO tool was unavailable to use. However, we do know that the expected AMAO 2 measure (percentage of students who scored proficient) for 2012-2013 was 13.7% and by the school's own calculation our AMAO 2 was at 21.6% (13 students who did not transfer or graduate scored proficient out of a total of 60 students who were tested in 2012-2013.) The AMAO data reveals that our NYSESLAT scores are exceeding the AMAO 2 number set by the state.

4. For each program, answer the following:
 - a. 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. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

a. ELL students are struggling on tests taken in English and in their native language. Sixteen students received a score of one of the ELA test, five students received a score of two. No students scored higher than a two. On the Math exam, twelve students received a score of one, five students received a score of two, one student who took the test in their native language received a score of two, one student received a score of three. No students scored higher than a three.

b. We are not currently using ELL Periodic Assessments.

c. We are not currently using ELL Periodic Assessments.

Our school develops an assessment calendar at the beginning of the year. The calendar serves as a system that allows each member of the faculty to capture student data 4 times a year. Based on this data we write student goals. The specific strategies we develop are with each student in mind. Therefore, tier 1 intervention occurs within the classroom with student specific goals driven by the data. The goals and strategies are also discussed with the ESL teacher. Moreover, we use after school time to serve our students who need even more support. Based on how the students response after 3-4 weeks to the initial strategies, students are placed in various after-school groups. Various interventions (reading rescue, guided reading, computer based programs, and others) are used to support the Tier 2 students. Lastly, for Tier 3 we pull out students using our in ESL teacher. His direct communication with teachers leads to the development of strategic goals that are based on data.

6. How do you make sure that a child's second language development is considered in instructional decisions?
In order to streamline ESL instruction with that of the monolingual classroom, the ESL curriculum is fully integrated with all elements of balanced literacy. Factors that determine differentiated instruction/targeted interventions include groupings based on proficiency level, language development level, extent of formal schooling and performance on the LSRW (listening, speaking, reading and writing) components of the NYSESLAT. Our freestanding ESL program also allows ELL students to fully participate in

the content areas of Mathematics, Science and Social Studies. The ESL teacher, Principal and Assistant Principal work collaboratively with content area teachers to support the development of ELL students' academic language in the content areas. Running records are used to monitor each students' reading progress. Content area lesson plans include activities and strategies that support the development of ELL students' academic language. Our school follows the Teacher's College unit calendar.

7. 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?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

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

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

At enrollment, a certified and trained pedagogue meets with parents of first-time admits and conducts an informal oral interview in English and parent's native language. The Home Language Identification Survey (in parent's home language) is administered by the the pedagogue in the parent's native language and reviewed to determine if a language other than English is spoken at home. Paraprofessionals may serve as translators during this time, however they do not administer the HLIS. If the language code on the HLIS is anything other than English, the Language Assessment Battery Revised (LAB-R) is administered within ten school days of initial enrollment to determine proficiency and eligibility. The Parent Coordinator assists with the translation of all interviews conducted in Spanish. Two certified teachers assist with translations in Haitian Creole and French.

1.(continued) All identified ELLs take the NYSESLAT in the spring of each year. Testing dates are scheduled in advanced and parents and classroom teachers are notified in writing. The ESL teacher coordinate and administer the test under the supervision of the Assistant Principal. Parents receive results of the NYSESLAT and information regarding program eligibility for the new school year. This information is given in the form of the Continued Entitlement Letter which informs parents of continued services. Based on the previous year's NYSESLAT results it is determined how many hours of service each ESL students receives.
2. 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.

Within the first 10 days after enrollment, parents of eligible students (based on the recorded hand score of the LAB-R) are invited to participate in Parent orientation sessions facilitated by the ESL teacher and Parent Coordinator. They are notified of these meetings by the Entitlement Letter in their home language, they are also notified by phone of the times available for the meetings. If none of the allotted meeting times are possible for the parents, they are asked to provide a date and time that they are available to have a one-on-one meeting. The parents are asked to sign-in on an attendance sheet and are given an agenda and a parent brochure in their home language. The three program choices (Transitional Bilingual, Dual Language and Freestanding ESL) are

explained by the DOE video and discussed in these informational and question-and-answer sessions. Parents are informed of the regulation that schools must form bilingual programs when there are 15 or more students speaking the same language in one or two continuous grades for grade K to 8 and parent choice. Parents receive the parent survey and program selection forms for completion. Parents are encouraged to fill out the forms at the conclusion of the orientation, but if not returned at this time, we follow up with phone calls and rescheduling. Parent choice is monitored regularly to ensure that the school is meeting parents' needs. All communication is provided in the appropriate native language. Parent orientation sessions take place at the beginning of the school year as well as throughout the year to accommodate newcomers. Parents who have chosen either TBE or DL are informed that those programs are not available at our school for the present time. They are provided with a list of schools in our region that do have those programs. If either TBE or DL does become available at our school, we will reach out to parents who have previously selected that option and inform them about the change.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

We ensure that Entitlement letters are distributed by working together with classroom teachers, who might have a closer relationship with the student's family. The ESL teacher checks with the classroom teacher daily for the return receipt, which is added on as an attachment to the Entitlement letter, if the student has not brought back the return receipt a subsequent letter is sent home until a return receipt is provided to the ESL teacher. The ESL teacher follows up with parents who have not returned the proper documents through phone calls, if the phone calls do not work, the ESL teacher stays with the student at dismissal and attempts to see the parent and gather the proper documentation. The school is aware that the default program for ELLs is TBE.

4. 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.

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

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The ESL teacher works alongside the testing coordinator and the assistant principal to create a testing schedule. Teachers are notified a month a head of time of the date when their students will be tested in order to eliminate the possibility of a conflict such as a field trip scheduled for the same day. The speaking portion of the exam is administered with the help of the testing coordinator. Once the speaking portion is completed, the ESL teacher tests the remaining three portions of the NYSESLAT. The testing coordinator assists with administering the NYSESLAT to students who were absent on their scheduled test day.

6. 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.) 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. 

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

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

Of twelve eligible Kindergartens: 0 chose TBE, 0 chose Dual, 12 chose ESL

Of eleven eligible First Graders: 0 chose TBE, 0 chose Dual, 11 chose ESL

Of twelve eligible Second Graders: 2 chose TBE, 1 chose Dual, 9 chose ESL

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

Of nine eligible Fourth Graders: 0 chose TBE, 0 chose Dual, 9 chose ESL

Of zero eligible Fifth Graders: 0 chose TBE, 0 chose Dual, 0 chose ESL

Of seven eligible Sixth Graders: 0 chose TBE, 1 chose Dual, 6 chose ESL

Of five eligible Seventh Graders: 0 chose TBE, 0 chose Dual, 5 chose ESL

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

Yes, the program model offered at out school (ESL) is aligned with parent requests.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?

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

2. 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)?

In order to ensure that students receive the mandated number of instructional minutes of ESL, the ESL teacher along with the Principal, analyze the needs of the various subgroups and schedule the ESL program accordingly. In our ESL program in grades K-8, the beginner and intermediates ELLs receive 360 minutes of ESL instruction per week. Advanced ELLs in grades K-8 receive 180 minutes of ELA and 180 minutes of ESL weekly. Proficient students receive additional services based on their progress and ongoing communication with their teachers.

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 foster language development and meet the demands of the Common Core Learning Standards.

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

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Spanish speaking ELLs are given the Spanish LAB and the results are given to classroom teachers to aid with instruction. Students who cannot yet write in English are asked to write in their home language while other students are writing in English
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Students are given teacher created assessments at least once a month that are in a format similar to the NYSESLAT. These assessments evaluate the each student's reading, writing, speaking and listening and decisions about instruction and groupings are made based on the results.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

A. SIFE students: These students would receive the mandated 360 minutes per week of ESL instruction. They would also participate in our ESL extended day program, participate in small group instruction, and receive intervention services (AIS) using both push-in and pull-out models.

B. ELLs in US schools less than three years:

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

C. 4-6 year ELLs:

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

D. Long Term ELLs:

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

E. Former ELLs:

Unfortunately there is not enough time in our ESL teacher's schedule to regularly see our former ELLs. However, the ESL teacher does make sure that the classroom teacher of the former ELL student is made aware of that student's new designation. Teachers are also informed that these students are to receive "time and a half" on each test that they take for the next two years after they have scored proficient on the NYSESLAT.

7. 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?

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

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

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

Courses Taught in Languages Other than English 

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

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

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

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

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

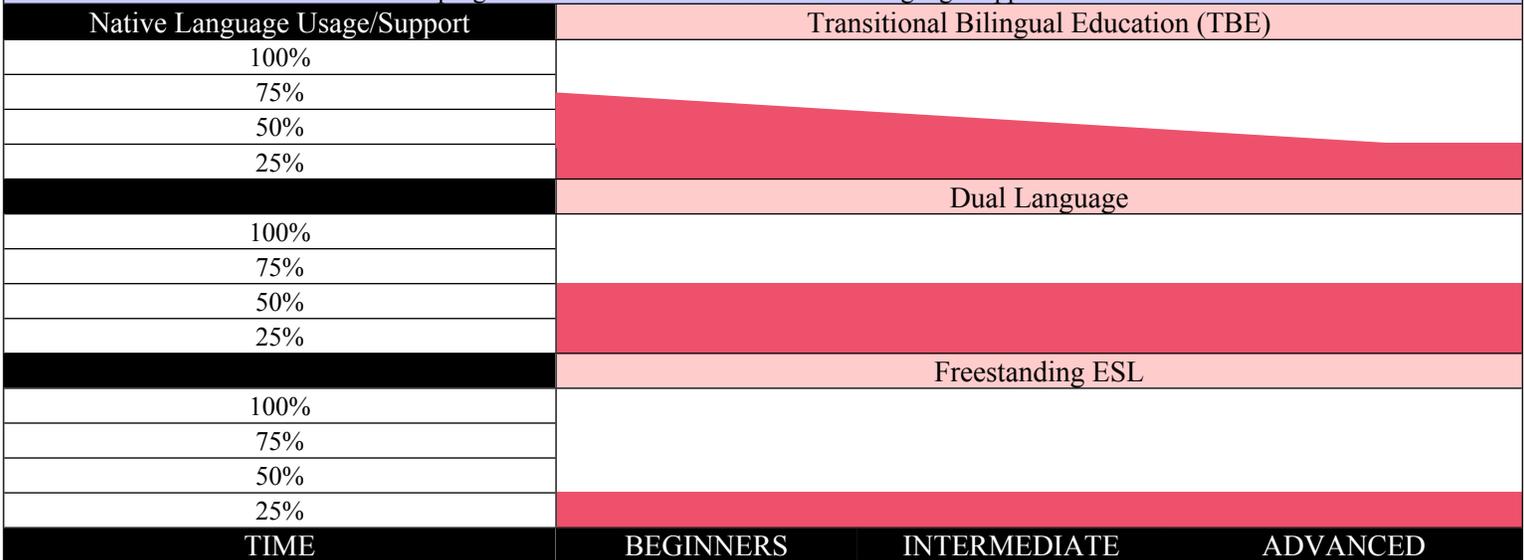
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

9. 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.

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

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Our current program is effective based on the previous year's NYSESLAT results. We had sixty returning students take the test and thirteen of them scored proficient, this gave us a passing percentage of 21.6%. At the beginning of the year every single teacher is given a list of the names of that year's ESL students. Based on last year's NY State ELA and Math scores, of the twenty-one returning students who took the ELA exam, sixteen of them received a score of 1 and five of them received a score of 2. On the Math exam, of the nineteen returning students who took the Math exam, twelve of them scored a 1, six of them scored a 2 and one of them scored a 3.

11. What new programs or improvements will be considered for the upcoming school year?

The school is considering purchasing a subscription to www.raz-kids.com in order to allow students to have more books read to them in English. The school is also using the Teacher's College reading rescue program in first grade, with the hope of improving students' reading levels.

12. What programs/services for ELLs will be discontinued and why?

No programs are being discontinued.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

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

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

ELL students in grades one through eight participate in an after school ELL enrichment program twice a week. Students in 1st through 4th grade use innovative, interesting and fun software that can be fully customized to individual student needs. Lessons include phonics and reading comprehension. Students in 5th through 8th grade use software that will allow them to apply experience and context to generate meanings for unfamiliar words and to more accurately define known words. Newcomers will use software that contain multi-level stories that teach reading comprehension. These open-ended programs are bilingual, allowing the students to shift language to aid comprehension. This software is titled, "MiddleWare Software from Optimum Resource." The reading comprehension genres are; Geography, History, Sports, Science, and Famous People. There are also discs that focus on phonics, spelling, and vocabulary development.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

For native language support students use bilingual glossaries, a native language library in the ESL classroom. Newcomers are encouraged to write in their native language.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Required resources support and research correspond with to ELLs' age and grade level. The texts include grade level content and correspond with the students' reading levels

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include

activities for new ELLs who enroll throughout the school year.

Newly enrolled ELL students and their families are invited to participate in orientation sessions provided by the Assistant Principal and the Guidance Counselor. Students and their families tour and receive information regarding school calendar, school schedules, after school programs available. We also help students and their families enroll in our on-site medical clinic and referred them to outside agencies if needed.

18. What language electives are offered to ELLs?

None at this time.

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. 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 here:

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. The ESL teacher attends professional development held within our school's network. In addition, the teacher also attends calendar days at Teacher's College on the topic of ELLs. Over the summer, the teacher took an online course by Margarita Calderon entitled "Teaching Reading and Comprehension to English Learners."

2. The school and network have provided training on how to support ELLs as they engage in the CCLS. Topics to date have included: Thinking Intensive Learning: Close Reading and Viewing for Understanding by Stephanie Harvey, Text Complexity by Karin Hess and A Close Look at Close Reading.

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

4. Professional development for all staff members is facilitated by our ESL teacher. Workshops focus on identification of ELL's, second language acquisition, assessing the needs of newcomers, parental involvement, developing academic language through the content areas, and tips to make lessons more comprehensible for all learners. These workshops are presented during staff development days and/or during the monthly staff meetings. All classroom teachers, paraprofessionals, School Based Support Staff, service providers and parent coordinator attend these meetings. In addition, professional development facilitated by our Network's ELL Specialist. At the beginning of the school year, the Principal meets with the Network's Specialist to plan and coordinate activities for the general staff as well as specific activities for our ESL Teacher. Workshops include topics such as; Using Data to Drive Instruction, Developing Academic Language Through Content Area Teaching, Developing Academic English and Writing Skills, Vocabulary Development through Read Alouds and others. Records of teacher attendance is kept by the presenter.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. Parents are a priority at our school we have many school wide activities such as: Bring your Dad to school day, Multicultural Night, Several musical performances, Education Through Music concerts, Family Math Night, Poetry Night and Art Show. Parents also attend soccer and volleyball tournaments and basketball games.
 2. When appropriate, we contact Community Based Organizations, such as I Have A Dream, Edible Schoolyards, The Boys Club of New York, Urban Dove. to assist us with workshops or specific services requested by parents. Workshops are done during the day and evenings to accommodate parents' schedules.
 3. At the beginning of the school year the school sends a Parent Survey to help us evaluate the needs of our parents and what services we can provide or plan for at the school level. Results of the survey are reviewed and an action plan is developed.
 4. Results of the most recent surveys indicate a need to provide workshops/activities such as: understanding grade level literacy and math curriculum, health (asthma, nutrition), ESL classes for parents, understanding the articulation process to middle/high school, understanding the ELA and Math State assessment.

E. 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 response to question here:

Part VI: LAP Assurances

School Name: Samuel Stern

School DBN: 04M007

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Sameer Talati	Principal		12/16/13
Gary Ross	Assistant Principal		12/16/13
Tamika Sanders	Parent Coordinator		12/16/13
Jonathan Kendall	ESL Teacher		12/16/13
	Parent		12/16/13
	Teacher/Subject Area		12/16/13
	Teacher/Subject Area		12/16/13
Mary Williams	Coach		12/16/13
Amy Schless	Coach		12/16/13
Daughn Lee	Guidance Counselor		12/16/13
Dan Feigelson	Network Leader		12/16/13
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 04M007

School Name: Samuel Stern

Cluster: 2

Network: 203

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

Part A: Needs Assessment Findings

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

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

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

Our findings indicate that of the total population with written and oral translation needs, the majority requires translation into Spanish. Three families require Arabic translation and one family requires translation in Bengali. Results of the 2012-13 Learning Environment Survey indicate that 95% of parents who completed the survey strongly agree/agree that the school communicates with them in a language that they can understand. Findings were reported at Parent's Association meetings and general staff meetings. Findings were also reported and discussed with the School Leadership Team.

Part B: Strategies and Activities

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

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

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

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

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

Parents whose home language is Arabic or Bengali, but who are fluent in English, provide oral interpretation services as parent volunteers. Sometimes, siblings attending high school or older volunteer to serve as interpreters for their families. Parents are made aware of translation services at registration and are asked to follow up with the parent coordinator when they require translation services.

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

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

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

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: Samuel Stern	DBN: 04M007
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 checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 33
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" 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: 3 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 2

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: 1) Newcomers and ELL students, in grades 3-8 performing at the intermediate and beginner level, will participate in an after school program that will focus on reading (both fluency and comprehension) and oral language development through the use of ebook readers. This technology will keep students engaged while helping them to increase their English vocabulary (through modeling and repetition) and develop reading fluency and comprehension (through decoding). Students will use applications chosen by the teacher. These applications will be aligned with students needs and instruction will be targeted according to students' skill levels. Twenty three students, divided in two groups will participate in this program. One group will meet on Mondays and Wednesday, the other on Tuesdays and Thursdays, from 3:10 to 5:00 pm from mid January to May, for a total of 40 sessions (20 sessions per group). One certified ESL teacher will provide services.

2) ELL intermediate and advanced students in grades 3-8 will participate in an ELA and Math Saturday Academy. The focus of this program is to offer ELL students additional instructional support in the content areas of English Language Arts and Mathematics in preparation for the NYS assessments. Data derived from predictive and teacher assessments will determine skills to be taught. Students will meet on March 9 and 16 and April 6 and 13 from 9:00 to 12:00 pm. Thirty three ELL students will participate in this activity.

One certified ESL teacher, a middle school certified teacher and a common branch teacher will team teach during Saturday academy sessions. The middle school teacher is for Math and the common branch teacher for ELA.

Part C: Professional Development

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

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

Begin description here: ESL teacher participate in Network's monthly meetings dedicated to ESL/ELL topics that are aligned with the State standards. Information received at this meetings is turn-keyed to the staff during common planning/professional development sessions. These full day sessions are on 12/18, 2/8, 4/12 and 6/14. ESL and classroom teachers participate in the Teachers College Reading and Writing Project's professional development which includes specific professional development in reading and writing for teachers teaching ESL students in their classrooms. Including "Writing Workshop is for All of my Students: Supporting English Language Learners to Maximize Success

Part C: Professional Development

and Independence." and "English Language Learners Can Rise to the Challenges Outlined by the Common Core State Standards: Vocabulary-Building and Language Acquisition Strategies that Work." Throughout the year, teachers also attend professional development activities offered through DOE internal Services, colleges and other institutions that focus on ESL instruction and strategies that support ESL students' learning and academic progress. In order to continue to develop ESL teacher's expertise and raise ESL student achievement, this school year our ESL teacher will participate in one of QTEL's professional development activities.

Part D: Parental Engagement Activities

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

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

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

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

Part E: Budget

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

Allocation Amount: \$

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

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.
and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		