



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

School Name: LOUIS F. SIMEONE

DBN (i.e. 01M001): 24Q007

Principal: SARA TUCCI

Principal Email: STUCCI@SCHOOLS.NYC.GOV

Superintendent: MADELENE CHAN

Network Leader: QADIR DIXON

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
Sara Tucci	*Principal or Designee	
Fredda Pichardo	*UFT Chapter Leader or Designee	
Masuma Jabiullah	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
N/A	CBO Representative, if applicable	
Madalena Causi	Member/ SLT Chairperson/Teacher	
Ircania Stylianou	Member/ Assistant Principal	
Linda Romay-Bolger	Member/ Secretary/Teacher	
Naomi Landau	Member/ ESL/Literacy Coach	
Irmgard Burns	Member/ Cluster Teacher	
Monoara Akter	Member/ Parent	
Marufa Begum	Member/ Parent	
Jampa Thinley	Member/ Parent	
Damian Torres	Member/ Parent	
Aydee Trimino	Member/ Parent	
Erika Yohanes	Member/ Parent	
	Member/	
	Member/	
	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
School Leadership Team Signature Page
Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
▪ Annual Goal
▪ 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)
Academic Intervention Services (AIS)
Title I Plan (Only for schools receiving Title I funding)
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, 50% of level 1 third grade students (44 out of 87) will increase their performance by three or more reading levels as measured by Teachers College Running Records (Fountas and Pinnell).

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.

Due to the increased rigor of the 2012-2013 NYS ELA, more of our students performed at level 1 than the previous year. Because of this we have taken an in depth look at the results of this exam, to determine which skills our students are deficient in. In this way the literacy coach can plan professional development and teachers can plan instruction to better guide students towards proficiency in these areas.

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. In order to increase ELA scores for our 3rd grade students, we will move to raise the reading levels of our students in all grades. In this way, literacy skills will be built upon what has been taught during the previous years. Student progress will be monitored using the Teachers College Running Records in an effort to progressively increase the reading levels of our students throughout each school year. In order to accomplish this, teachers will participate in monthly differentiated professional development, Ready Gen Workshops, lab-sites, in-house and off-site professional development, volunteer lunch and learn, study groups, intra-visitation, inter-visitation, one-on-one support by the literacy coach, and teacher supervisory conferences in an effort to deepen their understanding of all teaching practices such as conferring, read aloud, shared reading, guided reading and strategy lessons.
2. Based on the home language survey, English proficiency, and teacher recommendations, students will participate in AIS reading and/or ESL services. Classroom teachers and students will receive support from the AIS staff (literacy) that will provide small group and individualized instruction to students in need. Also, based on teacher recommendations, at risk students will participate in the 37 ½ Minute Extended Day Program and after school literacy programs.
3. Students will receive 10 books to read at home each week. Second and third grade students' reading logs will be collected to evaluate reading stamina. All grades will participate in the Books Across America program in an effort to increase the number of books read at home.
4. Students will receive phonemic/word solving instruction using Words their Way, Month by Month Phonics, Phonics Lessons and the Ready Gen Phonics Programs.
5. Teachers and students will participate in various literacy based inquiry teams to further differentiate instruction and increase the reading levels of our at risk students. At Risk students identified through a universal assessment (TC Assessment pro) will receive Rtl services (Tier I, Tier II, Tier III) in the classroom, 5:1 and 3:1 settings respectively.
6. Students will generate monthly curriculum goals based on their needs and teacher input (ongoing assessments and checklists). Students will assess their progress to update and revise such goals at the close of each curricula unit of study.

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

1. Teachers (classroom, ESL, and AIS) will use the Ready Gen reading and writing program to provide whole class and differentiated instruction. The Teachers College running records will then be used to monitor students' progress. The administrative staff and literacy coach will differentiate professional development for our teachers as well as facilitate lunch & learn and study groups.
2. All teachers (Classroom, ESL, Cluster and AIS) will provide small group instruction based on English proficiency and literacy levels, during the regular school day, 37 ½ Minute, Extended Day, and Afterschool ESL/Literacy Programs.
3. Classroom teachers will monitor students' Book in a Bags to provide books at student's just right levels, as well as reading logs and Books Across America logs to monitor reading stamina.
4. Classroom teachers will provide word study and phonetic instruction using the various programs listed above.
5. Inquiry/Teacher teams will further differentiate instruction to help students achieve success in reading and writing and assess their progress on an on-going basis.
6. Classroom teachers will identify students in need of Rtl services using conference notes, teacher checklists and Assessment Pro. AIS teachers will administer Rtl instruction using a prescribed protocol for each level of intervention services using the Wright Program and Mondo "Let's talk About It" for oral language development.
7. Classroom teachers will facilitate and aid students in the creation of monthly instructional goals as well as monitor the achievement of such goals for each student.

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

1. Classroom teachers will analyze the results of the Teachers College running records to determine student levels and skills in which they are deficient. In this way, instruction can be differentiated in an effort to help all students increase their reading levels. The data specialist will analyze the results of the Teachers College running records to determine the students reading proficiency on a quarterly basis and to evaluate students' reading success from September 2013 to May 2014.

2. The assistant principal, student registration staff and members of the ESL Department will analyze the data from each student's Home Language Acquisition Surveys and Lab-R results to determine student's eligibility for ESL services. This coupled with the results of the Teachers College Running records and teacher checklists will be evaluated by the classroom teacher to determine students' admittance into reading AIS and the 37 ½ Minute Extended Day Programs.
3. Classroom teachers will analyze the data from student interest surveys, Teachers College Running Records and Assessment Pro to monitor students just right reading levels and the books used for the Book in a Bag Program. Classroom teachers will also analyze reading rate as assessed by the Teachers College Running Records along with reading logs and Books Across America logs to determine students reading stamina.
4. Classroom teachers will evaluate the results of the letter/sound, decoding and sight word portions as the Assessment Pro evaluation to determine student growth as it pertains to word study and phonetic instruction.
5. Inquiry/teacher team members will develop differentiated instruction and activities created to support the literacy needs of the students serviced by these groups. Teachers will analyze the results of the Teacher College running records, checklists, and teacher made assessments in order to study the literacy growth of the student's serviced by such teams.
6. Classroom and AIS teachers will examine the data obtained from Assessment Pro results to determine the need for RtI services. AIS teachers will assess student progress by analyzing the data gained from Teachers College running records and teacher checklists.
7. Classroom teachers will analyze the information gained through student conferences, checklists and Teachers College running records to aid students in the creation of their instructional goals and in monitoring the achievement of such goals.

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

1. Student reading progress will be monitored four times per year (October, January, March and May) using the Teachers College running records. The information gathered from this assessment will be used to differentiate instruction based on individual needs.
2. Teachers will participate in monthly differentiated professional development which will focus on the creation and implementation of rigorous instruction in coordination with the CCLS.
3. The Home Language Survey is administered during the registration process. Teacher conferences and checklists are used to assess students, on an ongoing basis, and hence used to make recommendations for admittance to the 37 ½ Minute Extended Day Program and AIS services.
4. Teachers will monitor student reading using just right leveled books, reading logs and Books Across America logs on a weekly basis throughout the school year.
5. Word study and phonetic instruction is monitored twice per year with the administration of Assessment Pro. These skills are also evaluated on a daily basis through the use of conference notes, small group guided reading and teacher checklists.
6. Inquiry and Teacher Teams consisting of four to six teachers, meeting one time per week for a duration of 35 minutes from September to June. The activities and lessons developed through the work of such teams continue to be implemented throughout the school year.
7. Student individual goals are created once per month for the duration of the school year.

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

1. All classroom teachers (53) will assess students' reading capabilities and comprehension levels four times per year (October, January, March and May).
2. In-house professional development is participated by all teachers (73) during Grade Conferences (monthly), Faculty Conferences (monthly) and afternoon PD sessions (weekly).
3. AIS Literacy teachers (1) work with classroom teachers (53) to provide small group differentiated instruction two times per week.
4. The 37 ½ Minute Extended Day program includes one teacher per ten students, meeting two times per week, for 37 ½ Minutes per session, ten months per year.
5. The Book in a Bag, Reading Log and Books Across America Programs are monitored by each classroom teacher once per week.
6. The Inquiry/Teacher Teams (16), comprised of four to six teachers meet one time per week from September to June for 35 minute sessions.
7. Afterschool Literacy Programs consist of one teacher and a maximum of fifteen students meeting two 90 minute sessions per week for a period of eight to ten weeks.
8. Formal observations will consist of classroom visits to each teacher by the principal or assistant principals for a duration of no less than one hour, one time per year.
9. Mini observations will consist of a classroom visit to one teacher by the principal or assistant principals for a duration of 15 – 20 minutes for a minimum of 3 – 6 times per year throughout the school year (September through May).

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).

Strategies to increase parental involvement

1. Parents and students will participate in Family Literacy Night which emphasizes phonics, reading and writing activities. During this time, parents are instructed on how to extend the literacy skills learned in class to the home environment using reading and phonics games as well as questioning and shared reading techniques.
2. Students will receive 10 books to take home each week to read to and with their families. All students will participate in the Books Across America Program in an effort to increase the amount of books read at home.
3. Principal/Parent Meetings are held monthly during which time the principal models techniques used in the classroom, which parents can replicate at home with their children.
4. Meet the Teacher Night is held each September in an effort to allow parents to gain insight into the curriculum being taught, student expectations, as well as an opportunity to address parental concerns. Parent-Teacher Conferences are held each November and March to inform parents of their child's progress and provide feedback on how to improve reading competencies at home.
5. Monthly Curriculum letters are sent to parents describing the units of study and skills being taught in the content areas. These letters extend classroom learning to the home by giving parents/guardians tips on how to further increase their children's proficiency in each subject area.
6. Correspondence from the school to home is translated into the major languages of our student body including Spanish, Chinese and Bengali.
7. Open School Week is held each November allowing all parents to observe their children's teacher, routines, lessons taught, and classroom environment.

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	X	Title IA		Title IIA	X	Title III		Set Aside	X	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, 40% of our English Language Learners in Kindergarten & first grade (143 out of 359) will increase their oral language development as measured by the English Language Acquisition Checklist. Our teachers will strengthen their teaching practices when implementing shared reading in order to better develop students' oral language skills.

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.

The scores of the 2012-2013 NYSESLAT indicate 180 of our ELL students perform at the beginning and intermediate levels in English Language proficiency. Because of this we have taken an in depth look at our curriculum to increase oral language development and hence English proficiency. It is believed with increased oral language skills, students will be able to perform better in each language modality (listening, speaking, reading, and writing).

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. Fiction and non-fiction classroom libraries will continue to be increased in order to infuse opportunities for students to read and respond to a combination of narrative and informational texts. Reading about a variety of topics across genres allows students the opportunity to learn new vocabulary, retell what was read, and respond orally to questions and talking prompts at home and in the classroom.
2. Teachers will assess student's oral language development during partner talk and team talk portions of the daily Ready Gen Lessons. Teacher created skill-based checklists will be used to determine students' vocabulary, oral language and literacy skill levels.
3. Students will be engaged in shared reading, Interactive read aloud and discussion activities to enable them to share their ideas in a safe environment with their peers and teachers.
4. Teachers College running records are administered to all students four times per year, (October, January, March and May) to evaluate not only students decoding and comprehension levels but their ability to discuss what was read in a meaningful way.
5. Students will engage in multiple daily conversations during content area lessons through the use of interactive read aloud, shared reading, and shared interactive

writing.

6. Students will be assessed using the English language acquisition checklist on an ongoing basis.
7. Teachers will use the Ready Gen units, read alouds, shared reading and shared writing to create lessons and differentiate instruction to help students achieve the speaking and listening components of the CCLS and to ready them for the CCLS task.
8. Based on teacher conference notes and recommendations, students in need of further language development will participate in the 37 ½ Minute Extended Day program and /or literacy and ESL after school programs. These programs will work to reinforce the skills needed to succeed in the classroom and on the CCLS task.
9. At risk reading students will participate in the Response to Intervention (Rtl) which will target students' individual needs to increase their reading levels as they increase their vocabulary development and discuss text. Such discussions will help reinforce English proficiency.
10. Teachers will continue to receive monthly literacy professional development to enhance their understanding of ESL methodologies. To increase higher order of thinking skills, such professional development will include ways in which students can communicate their use of reasoning along with the use of higher order questioning techniques through interactive writing, interactive read aloud, and shared reading with accountable talk. Professional development will also include an exploration of the CCLS in an effort to differentiate instruction based on these rubrics and students language needs.
11. In-house Professional Development will be given to teachers and staff including one on-one-support from supervisors as evidenced by PD agendas and attendance. Such PD will include volunteer lunch and learn, study groups and intra/inter-visitation. This is done in an effort to differentiate instruction in order to enhance student language proficiency.
12. Teachers will participate in various study groups. Teachers will be provided with an ESL course book to study and reflect upon. Weekly meetings will be held to share the information learned as they discuss how such techniques and reasoning can be applied within the classroom.
13. Classroom visits by the principal, assistant principals, and coach using walkthrough checklists and the *Enhancing Professional Framework for Teaching* by Charlotte Danielson will provide feedback to all teachers on how to further improve instruction, in an effort to increase students' ability to communicate orally. Formal and informal observations allow the supervisory staff to provide immediate feedback to our teachers regarding their strengths as well as areas of improvement in an effort to improve classroom instruction for all.

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

1. Classroom teachers along with the literacy coach will monitor the literacy levels in coordination with the materials/books needed to help each student increase their reading levels across all genres.
2. All teachers (classroom, ESL, AIS and Cluster) will monitor student's oral language and literacy development using teacher created, skill-based checklists.
3. Classroom teachers will create and engage students in rigorous instruction designed to foster classroom discussion using shared reading, interactive read aloud, shared/interactive writing in content area lessons.
4. Classroom teachers will administer the Teachers College running record assessment in an effort to monitor students reading levels through their ability to decode as well as discuss text.
5. Teachers (Classroom and Cluster) will develop and implement content area lessons designed to foster classroom discussion, vocabulary development and the use of oral English language conventions during read alouds, shared reading, and shared/interactive writing activities.
6. Teachers (Classroom and ESL) will monitor student's language proficiency and usage on an ongoing basis using the English language acquisition checklist.
7. All teachers (Classroom, ESL, AIS and Cluster) will promote listening and speaking skills through the use of Ready Gen, Shared Reading, Interactive read alouds and shared interactive writing.
8. All teachers (Classroom, ESL, AIS and Cluster) will monitor student's ability to communicate using all language modalities (speaking, listening, reading and writing), through the use of checklists and conference notes. All teachers will help students increase these skills through a variety of literacy, math and content area activities during the 37 ½ Minute Extended Day Program.
9. Rtl teachers will work with targeted students using a prescribed protocol based on intervention level using the Wright Group and Mondo "Let's Talk About It" Programs.
10. Our administrators, literacy coach and ESL teachers will work to provide literacy/ESL professional development regarding how to use ESL methodologies to increase student's language proficiency and usage levels in coordination with their literacy development.
11. Our administrative staff and literacy/ESL coach will facilitate one-on-one as well as small and whole group professional development to our staff language to promote students' literacy development.
12. Our administrative staff and literacy/ESL coach will facilitate study groups where teachers will have the opportunity to learn ESL methodologies /activities and share their own classroom practices that have aided in student language development.
13. Our administrative staff and literacy/ESL coach will provide feedback to teachers regarding classroom instruction on an ongoing basis. Such feedback will aid teachers in their ability to develop lessons that will foster and increase student's oral communication.

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

1. The ESL/Literacy coach will analyze the information gained through teacher surveys and Needs Assessments in order to determine the quantity and types of materials/books needed for students so that each classroom consists of an enriching classroom library. The ESL/Literacy coach and purchasing secretary will maintain a record of purchase orders and distribution lists of the materials purchased for each classroom.

2. The information gathered through the use of the Language Acquisition checklist and teacher created checklists will be scrutinized to determine student's English proficiency and usage levels. Students will be assessed in all four modalities of English proficiency (speaking, listening, reading and writing) through the use of the NYSESLAT in April/May 2014. The results will be analyzed by the ESL Department to determine student language levels and type of service placement needed for the following school year.
3. Classroom teachers will evaluate the data obtained through ongoing one-on-one conferences and checklists to determine vocabulary knowledge and oral development on an ongoing basis to aid in the creation of whole group and differentiated lessons.
4. The information gathered from the comprehension/questioning portion of the Teachers College Running Records will be analyzed to determine student's language proficiency as it pertains to retelling and discussing text.
5. Teacher lesson plans will be evaluated to determine the depth and breadth of content based conversations and oral development taking place in the classroom on an ongoing basis.
6. Student results of performance-based activities on the English Language Acquisition Checklist will be evaluated on an ongoing basis by ESL Teachers as evidenced by their small group and differentiated instructional lesson plans.
7. Walkthroughs using checklists will help the principal and assistant principals evaluate teacher instruction and lesson plans will be evaluated to determine student opportunity to participate and share orally with partners, using multiple small groups and whole class access points within a variety of lessons.
8. Teachers will analyze the data obtained through checklists, conference notes and small group work evaluations to determine student attendance during the 37 ½ Minute Extended Day Program.
9. AIS teachers will evaluate the data gathered using conference notes along with the Wright Group and Mondo "Let's Talk About It" assessments during Rtl sessions to determine if students should continue or exit from the program.
10. Monthly professional development will be attended by all teachers in an effort to strengthen teaching practices through scaffolded instruction and the use of ESL methodologies as evidenced by monthly meetings, agendas and attendance lists.
11. In-house professional development and one-on-one support meetings will be attended by teachers/supervisors or ESL/Literacy coach as evidenced by PD agendas and attendance.
12. Study group sessions will be attended by teachers and facilitated by ESL staff/coach as evidenced by study group agendas, minutes and attendance.
13. The principal and assistant principals will analyze the data gathered through formal and mini-observations using the *Charlotte Danielson Framework for Teaching* to provide feedback to teachers regarding areas of strengths and weaknesses, develop differentiated professional development and to evaluate teacher growth throughout the school year.

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

1. Classroom libraries and centers are increased and replenished each September as a result of teacher surveys and needs assessments completed at the end of the previous year.
2. Teacher assessment of oral language skills occurs daily during a variety of lessons through the use of teacher made and the language acquisition checklists.
3. Students participate in English Language enriching lessons using a variety of activities and pre-described protocols through each school day.
4. Teachers College running records are administered four times per year (October, January, March and May) to evaluate students' oral abilities to comprehend and discuss text.
5. A balanced literacy program including the use of Ready Gen, shared reading, interactive read aloud and shared/interactive writing are created to and by differentiating instruction on a daily basis throughout the school year.
6. Student's oral language proficiency is assessed through the use of the English Language acquisition checklist on an ongoing basis throughout the school year.
7. Students participating in the 37 ½ Minute Extended Day Program work in small groups with their teacher two times per week for the duration of the school year.
8. ESL/Literacy After-School Programs work to instruct students two times per week for 90 minute sessions for a duration of approximately twelve weeks.
9. Response to Intervention services are provided to at-risk students based upon the level of intervention needed by each student. Tier I intervention is provided by the classroom teacher in small group and individualized instruction daily. Tier II students meet in a group of five or less students, five times per week for a duration of thirty minutes, for a total of six weeks. Tier III students meet in a group of three or less students, four times per week, for 45 minutes.
10. Professional development is provided to all teachers on a monthly basis in an effort to help teachers create and facilitate instruction using ESL methodologies along with scaffolded instruction.
11. One-on-one support is provided on an as needed basis. Teachers will meet with supervisors or instructional coaches for a period deemed appropriate by such supervisor. Study Groups meet for 30 minutes once per week for a duration of approximately ten weeks. Lunch and Learn meetings are held once per month during teachers 50 minute lunch periods.
12. Supervisory classroom visits vary in occurrence and duration based on teacher evaluation choice along with what is deemed necessary by the administrative staff. Teachers choosing Evaluation Option 1 will receive one formal observation and three mini observations (minimum of 15 – 20 minutes) throughout the school year. Teachers choosing Evaluation Option 2 will receive a minimum of six mini observations (a minimum of 15 – 20 minutes) throughout the school year.

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

1. All classroom teachers will assess each individual student's reading capability and oral comprehension levels four times per year (October, January, March and May).
2. All students are engaged in lessons geared to promote oral communication skills each day.
3. The Extended Day Program consists of one teacher per ten children meeting two times per week, for 37 ½ minutes for ten months (school year).
4. All teachers (73) participate in monthly professional development sessions which meet once a month for a period of 50 minutes, ten months per year (September through June).
5. Ten Rtl teachers instruct small group lessons with at-risk students based upon the level of intervention needed. Tier I intervention is provided by the classroom teacher in small group and individualized instruction daily. Tier II students meet in a group of five students or less five times per week, for a duration of thirty minutes, for a total of six weeks. Tier III students meet in a group of three students four times per week.
6. Professional development is provided to all teachers on a monthly basis in an effort to help teachers create and facilitate instruction using ESL methodologies along with scaffolded instruction.
7. Study groups comprised of one instructional coach, and ten teachers meeting once per week for ten weeks for a 30 minute session.
8. Lunch & Learn meetings comprised of one assistant principal or instructional coach and up to twelve teachers on each grade meeting once per month for ten months for a 50 minute session.
9. ESL services consist of a variety of models depending on students' levels of English Proficiency. Self-Contained ESL classes consist of one teacher instructing students through the use of ESL methodologies daily for all subject areas (six hours) throughout the school year. Dual Language ESL classes also consist of one teacher instructing students through the use of ESL methodologies every other day in English in all subject areas (six hours) throughout the school year. Free standing ESL services for beginning and intermediate leveled learners consist of one ESL teacher providing push in ESL instruction for eight 50 minute sessions per week for a duration of 10 months. Free standing ESL services for advanced leveled learners consists of one ESL teacher providing push in ESL instruction for four 50 minute sessions per week for a duration of 10 months.

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).

Strategies to increase parental involvement

1. Parents and students will participate in Family Literacy Night which emphasizes phonics, reading and writing activities. During this time, parents are instructed on how to extend the literacy skills learned in class to the home environment using reading and phonics games as well as questioning and shared reading techniques.
2. Students will receive 10 books to take home each week to read to and with their families. All students will participate in the Books Across America Program in an effort to increase the amount of books read at home.
3. Principal/Parent Meetings are held monthly during which time the principal models techniques used in the classroom which parents can replicate at home with their children.
4. Meet the Teacher Night is held each September in an effort to allow parents insight into the curriculum being taught, student expectations as well as an opportunity to address parental concerns. Parent-Teacher Conferences are held each November and March to inform parents of their child's progress and provide feedback on how to improve reading competencies at home.
5. Monthly Curriculum letters are sent to parents describing the units of study and skills being taught in the content areas. These letters extend classroom learning to the home by giving parents/guardians tips on how to further increase their children's proficiency in each subject area.
6. Correspondence from the school to home is translated into the major languages of our student body including Spanish, Chinese and Bengali.
7. Open School Week is held each November allowing all parents to observe their children's classroom, routines, lessons taught, and classroom environment.
8. ESL classes will be held for parents to participate in enabling parents to better communicate with their children using the English language.

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	X	Title IA	Title IIA	X	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, all teachers (100%) will be receiving individualized feedback and differentiated professional development through a cycle of observations using the *Charlotte Danielson Framework for Teaching Rubric*. A rating of HEDI for all components will be given.

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.

Although teachers receive training throughout the school year on a variety of areas, like our students, they also need differentiated guidance and professional development in order to strengthen teaching practices, improve student performance and increase the rigor of instruction in all classrooms. In order to help teachers improve their craft and ensure expert instruction in the classroom, formal and mini-observations will be implemented throughout the school year, articulating clear expectations through the use of the *Charlotte Danielson Framework for Teaching*, and aligned to the Advance Teacher Evaluation System.

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. The principal, and assistant principals will conduct a minimum of one formal and three mini-observations or six mini-observations depending on the teachers evaluation option choice), per teacher throughout the school year using the *Framework for Teaching* (Charlotte Danielson's rubrics) to provide feedback and support to all teachers. Upon completion of each mini-observation the principal and/or assistant principal conducting the observation will provide timely feedback concerning strengths as well as areas of improvement in an effort to support teachers as they drive instruction in the classroom. As a result of these mini-observations and feedback, teachers will have the opportunity to participate in differentiated professional development to improve their teaching practices based on these supervisory reports. Teachers will be able to choose their own areas of interest to improve upon when participating in study groups (math, literacy, ESL and technology), volunteer lunch and learn, workshops during DOE professional development days as well as attendance of Ready Gen or Go Math workshops and CFN Network 410 PD.
2. Teachers will have the opportunity to receive ongoing training to help them develop a better understanding of the *Framework for Teaching* (Charlotte Danielson's rubrics) and how it will be used to enhance classroom learning for our students. This training takes place during DOE Professional Development Days
3. Teachers will receive one-on-one support the by our in-house literacy/math coaches. As pedagogues apprise themselves of their strengths and weaknesses, they will be allowed to conduct and participate in inter and intra-visitations.
4. Teachers will receive ongoing training to develop a better understanding of the *Framework for Teaching* (Charlotte Danielson's Rubrics) and how it will be used to enhance classroom learning for our students. Teachers will also gain a deeper knowledge of how to use questioning and higher order reasoning strategies in order to improve students' critical thinking skills.
5. Teachers will set individual, professional goals in order to enhance their knowledge in the units of study and teaching skills. Teachers' professional goals as well as observation reports will be used to plan for professional development.

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

6. The principal and assistant principals will conduct a series of ongoing observations throughout the school year using the *Charlotte Danielson Framework for Teaching* and Advance.
7. Our principal and assistant principals along with the literacy/ESL coach will provide all teachers with professional development regarding the use of the *Charlotte Danielson Framework for Teaching* rubric and Advance evaluation system so that teachers will gain a deeper understanding of its evaluative purposes and teacher expectations.
8. Our principal and assistant principals will conduct ongoing observations and provide timely feedback to all teachers. Along with our literacy/ESL and math coaches, they will provide one-on-one and small group support to our teachers. Teachers will also provide support to other teachers through inter and intra-visitation.
9. Teachers will set their own individual professional goals which are then submitted to the principal.

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

1. The principal and assistant principals will analyze the data gathered during formal and mini-observations in conjunction with the *Charlotte Danielson Framework for Teaching* rubrics to rate teacher and lesson effectiveness as evidenced by supervisory feedback and HEDI scores as well as teacher progress ratings submitted by the principal.
2. Professional Development regarding the *Charlotte Danielson Framework for Teaching* and Advance Evaluation system will be provided to all teachers as evidenced by PD agendas and attendance.
3. Supervisory support meetings and feedback support meetings with the ESL/Literacy and math coaches and inter and intra-visitation sessions will be attended by teachers in an effort to strengthen teacher practices as evidenced by meeting agendas, minutes, reflection logs, and attendance. Ongoing teacher growth will be evidenced by observational feedback and reports.
4. Individual goals, set by teachers to assess their own growth in the classroom are evidenced by goal reports submitted to the principal and reflection logs on teacher success.

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

1. Teachers will receive a minimum of four to six observations depending on the evaluation option chosen. Teachers choosing option 1 will receive one formal observation (50 minutes) and a minimum of three mini-observations (15 – 20 minutes) throughout the school year. Teachers choosing option 2 will receive a minimum of six mini-observations (15 - 20 minutes) throughout the school year.
2. Teachers will receive observation feedback with 3 – 4 days. Teachers will be provided with professional development based upon the results of such observations monthly, on a one-to-one basis, and during staff professional development days (Election Day and Brooklyn Queens Day).
3. Professional Development regarding the use of the *Charlotte Danielson Framework for Teaching* rubric will be provided to teachers during monthly and weekly meetings as well as on Staff Professional Development days (Election and Brooklyn Queens Days).
4. Teachers receiving one-on-one support will do so for a time period and duration deemed necessary by the administrative staff.

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

1. Formal observations will consist of a classroom visit by the principal or assistant principal at least once per year for a period of at least one hour. A pre and post observation meeting will include the supervisory administrator and individual teacher, meeting once before and once after said teacher’s observation, for a 10 – 20 minute session.
2. Mini-observations will consist of a classroom visit by the principal or assistant principal at least three to six times per year depending on the teacher evaluation choice. Observations will take place for a minimum of 15 – 20 minutes throughout the school year. Feedback and results will be given to the teacher within three to four days.
3. Professional Development regarding the Charlotte Danielson Framework for Teaching Rubrics in conjunction with the Advance Evaluation System is participated by all teachers once per week for ten months for a session of 35 minutes.

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).

1. Parents have been introduced to the NYS Common Core Standards during 2012-2013 school year as well as during the current year’s parent meetings. They have also been made aware of changes made in the curriculum in conjunction with these new standards as Monthly Curriculum Letters indicate the units of study in each subject area, student expectations, and tips on how parents can practice the skills learned in the classroom at home with their children.
2. During Principal/Parent Meetings, the principal models how to conduct shared reading and read alouds to extend the learning done in classroom into the home. Throughout such demonstrations the principal demonstrates the techniques aligned with the *Charlotte Danielson Rubrics* as they are performed in the classroom, so parents/guardians have a better understanding of the instruction given to their children.
3. Open School Week is held each November in order to give parents/guardians an opportunity to view their child’s teacher and the manner in which instruction is executed. As teachers use the *Framework for Teaching* rubrics in their classroom, the results will be evident in the type of learning being witnessed by those parents/guardians visiting our classrooms.

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

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.

By June 2014, 50% of second grade students (147 out of 295) will improve their problem solving skills by one benchmark level in math as demonstrated by growth from a baseline assessment to a Common Core aligned math performance task.

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.

Although the results of the 2012 – 2013 NYS Math Test indicate the majority of our 3rd grade students perform at levels 3 and 4, there continues to be a need for differentiated and individualized instruction with a strong focus on problem solving and mathematical reasoning skills. In an effort to improve understanding and performance in these areas, that will be built upon as student’s progress from second into third grade, our math coach will plan professional development towards increasing these skills as teachers plan instruction to better guide students towards proficiency in these areas.

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. Teachers will use the Mathematical Read Alouds, Shared Reading and Shared Writing as well as the Go Math Program to create lessons and differentiated instruction in order to ready students for each CCLS task. Teachers will assess students' progress preceding the administration of these tasks and plan instruction accordingly in an effort to ensure high levels of task performance by our students.
2. Based on teacher conference notes and recommendations, students in need of further instructional assistance will participate in the 37 ½ minute extended-day program and/or math after school programs. These programs will work to reinforce the skills needed to succeed on the CCLS assessment/task. In addition, students and teachers will engage in various math based Inquiry Teams in an effort to meet individual needs and increase student performance.
3. Classroom libraries will continue to be increased to support math competencies. In this way, students will have access to more math based materials. As students read more of this type of information on their own (during the readers and math workshop as well as at home with their families) they will have the opportunity to perform and use the skills learned in the classroom for a variety of reasons and to generate their own tasks/projects.
4. Students in grades Kindergarten through three will be assessed in two Common Core Math Tasks. The assessments as well as students' results will be documented and placed in pupil portfolios. The results of the CCLS tasks will further allow teachers to differentiate instruction and engage in small group work with students.
5. Teachers will continue to receive monthly math professional development to enhance their understanding of how to teach computation and problem solving skills through the use of balanced literacy strategies. To increase higher order thinking skills, such professional development will include ways in which to promote mathematical reasoning and the use of higher order questioning techniques through interactive writing, interactive read aloud with accountable talk, and shared reading. Professional Development will also include an exploration of the NYS Common Core Learning Standards in an effort to differentiate instruction based on these rubrics and student needs.
6. In-house and off-site professional development will be given to teachers and staff, including one-on-one support from supervisors, and the AIS/math coach as evidenced by PD agendas and attendance. Such PD will include but is not limited to lab-sites, in-house and off-site professional development, study groups, and intra and inter-visitation.
7. Classroom visits by the principal, assistant principals, and coaches using walkthrough checklists and the Enhancing Professional Practice, *Framework for Teaching* by Charlotte Danielson will provide feedback to all teachers on how to further improve classroom instruction. Formal and informal observations allow the supervisory staff to provide immediate feedback to our teachers regarding their strengths as well as areas of improvement in an effort to improve classroom instruction for all.

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

1. Classroom teachers will create differentiated math lessons and monitor student progress using the Go Math Program along with a balanced literacy approach to mathematical reasoning. Classroom teachers will also administer the CCLS baseline and task created by our literacy/ESL and math coaches two times per year.
2. Teachers (Classroom and AIS math) will monitor student math performance and make recommendations for attendance to our 37 ½ Minute Extended Day and After School Math Programs. All teachers, (Classroom, ESL, AIS and cluster) will create and deliver effective differentiated instruction during these programs.
3. The classroom teacher along with the literacy and math coaches will monitor student progress in coordination with the materials/books needed to help each student increase their computational and mathematical reasoning skills.
4. Our math and ESL Literacy coaches will develop and facilitate the administration and two baselines and two task assessments per grade to assess student performance in a variety of grade appropriate mathematical activities. The classroom teachers will use the results of the above to effectively plan whole group and differentiated math instruction.
5. Our principal, assistant principals, ESL/Literacy and math coaches will provide ongoing math professional development to all staff members.
6. Our math coach and classroom teachers will attend in-house and off-site professional development as well as participate in math study groups and inter/intra visitation.
7. Our principal and assistant principals will conduct ongoing observations and classroom visits using math checklists. Timely feedback from these observations will allow teachers to reflect upon their teaching as they receive information regarding their strengths and weaknesses.

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

6. Teacher observations and lesson plans are analyzed to determine the use and effectiveness of balanced literacy within the math workshop and to promote mathematical reasoning as evidenced by supervisory checklists and observation feedback. The data specialist and ESL/Literacy/Math coaches evaluate the data scores of the math baselines and tasks to assess student growth. This information is evaluated by classroom teachers and used to drive instruction.
7. Teachers evaluate the data gained through checklists, unit tests, and conference notes to determine student attendance to the 37 ½ Minute Extended Day, and the Afterschool Math Programs as well as inclusion in Math Teacher Team instruction.
8. The ESL/Literacy and math coaches will analyze information gained through teacher surveys and needs assessment in order to determine the quantity and types of mathematical materials and books needed in the classroom. The ESL/Literacy and math coaches along with the purchase secretary will maintain records of purchase orders and distribution lists of such materials.
9. Results of the CCLS math baselines and tasks will be analyzed by the data specialist as well as the math and ESL/Literacy coaches to determine areas of student

strengths and weaknesses as well as student growth. This information will then be explored further by classroom and AIS teachers to plan effective whole class and differentiated instruction.

10. Monthly mathematical professional development will be attended by all teachers as evidenced by PD agendas and attendance. Knowledge of the information learned during these sessions will be evidenced by teacher lesson plans and observation feedback.
11. In-house and off-site professional development will be attended by various staff members as evidenced by PD agendas, minutes, materials, reflection logs and attendance. Staff members attending such PD will turnkey important information as evidenced by in-house PD agendas and attendance.
12. The principal and assistant principals will analyze the data gathered through formal and mini-observations using the *Charlotte Danielson Framework for Teaching Rubrics* to provide feedback to teachers regarding areas of strengths and weaknesses, develop differentiated professional development and evaluate teacher growth throughout the school year.

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

1. The use of balanced literacy in math is an ongoing instructional method used in our classrooms.
2. The math baselines and subsequent tasks are each administered two times per year.
3. Teacher recommendations for admittance to the 37 ½ Minute Extended Day Program and After School Math Programs takes place on a daily basis through the use of teacher and Go Math checklists as well as conference notes and small group work. Math unit tests are used to evaluate student progress approximately every three weeks.
4. The 37 ½ Minute Extended Day Program allows students to work in small group with their teacher twice per week throughout the school year.
5. Math libraries and centers will be increased and/or replenished each September as a result of the information gathered on teacher surveys and the Needs Assessments completed in June of the previous year.
6. Math professional development is provided to teachers both on a monthly basis as well as on Staff Professional Development days (Election and Brooklyn Queens Days).
7. Off-site Go Math professional development is attended by the math coach along with various teachers as they are provided to PS 7.
8. One-on-one math support is provided to teachers on an as needed basis. Teachers will meet with instructional coaches or administrative staff for a period and duration deemed appropriate by the administrative staff.
9. Study groups meet for 30 minutes per week for a duration of approximately ten weeks.
10. Supervisory classroom visits vary in occurrence and duration based on teacher choice along with what is deemed necessary by the administrative staff. Teachers choosing Evaluation Option 1 will receive one formal observation and a minimum of three mini-observations (15 – 20 minutes) throughout the school year. Teachers choosing Option 2 will receive a minimum of six mini-observations (15 – 20 minutes) throughout the school year.

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

1. All classroom teachers (53) will instruct students using the Go Math Program for a minimum of 50 – 60 minutes daily throughout the school year. Math instruction through the use of balanced literacy will take place in the classroom for a duration of 30-45 minutes throughout each week.
2. The Extended Day Program consists of one teacher per 10 children meeting two times per week for 37 ½ minutes per session, ten months per year.
3. After School Math Programs consist of one teacher and a minimum of fifteen students, meeting two times per week for a period of 12 weeks for a 90 minute session.
4. Common Core Math Tasks are administered by all classroom teachers two times per year, each for a one hour session. Subsequent scoring and analyzing of data allows classroom teachers to work in conjunction with instructional coaches and the data specialist for three sessions per baseline and two sessions per task (10 times total) for one hour sessions.
5. Professional Development groups will be participated in by all teachers (73) which will meet one time per month for a period of 50 minutes, ten months per year (September through June).
6. Formal observations will consist of a classroom visit to one teacher by the principal or assistant principals for a duration of no less than one hour, one time per year.
7. Mini-observations will consist of a classroom visit to one teacher by the principal or assistant principals for a duration of 15 – 20 minutes, three to six times per year throughout the school year (September through May).

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).

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title 1 schools should reference these activities in yPS 7's Title I Parent Involvement Policy (PIP) template is provided on pages 11 through 15 in this CEP.

1. Parents have been introduced to the CCLS during the 2012-2013 school year as well as during the current year's parent meetings. They have also been made aware of changes made in our math curriculum in conjunction with these new standards. Monthly curriculum letters indicate the units of study, student expectations and tips on how parents can practice the math skills learned in the classroom at home with their children.
2. The Go Math Program was introduced and discussed with the PA President and parental members of the School Leadership Team to provide them with the

necessary information needed to turnkey our information pertaining to math curriculum during Parent Association meetings.

3. During Principal/Parent Meetings the principal models how to conduct mathematical shared reading and read alouds to extend the learning done in the classroom into the home. Throughout such demonstrations, the principal demonstrates the techniques aligned with the *Charlotte Danielson Rubrics*, as they are performed in the classroom so parents have a better understanding of the instruction given to their children.
4. Meet the Teacher Night is held in September in order to inform parents of the units of study, skills being taught and student expectations.
5. Open School Week is held each November in order to give parents an opportunity to view their child's teacher and the manner in which instruction is executed.
6. Parents and students will participate in Family Math Night twice a year where teachers and administrative staff will model how to incorporate the math skills learned in school into students' everyday life. Parents learn how to play math games at home with their children and are provided with the materials to do so.

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	X	Title IA	Title IIA	Title III	Set Aside	X	Grants
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.

By June 2014, school leaders will continue creating a collaborative school community to increase effective communication and engagement with all stake holders (teachers and parents) as measured by attendance and agendas discussed at different meetings.

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.

It is our belief that in order to increase student performance, it is important to increase the communication among all stakeholders in the P.S. 7 community. For this reason it was deemed necessary to continue improving communication among all staff members and student faculty. We have looked into ways to improve the level and types of communication used among our students, teachers and administrators in order to improve the academic and social achievement of our students.

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. Principal/Parent and Parent Association meetings are held monthly. School activities, Parent Workshops, Curricula, Instructional goals and activities are introduced and discussed during these meetings in order for parents to better understand the Units of Study and skills being taught in the classroom, ways in which parents can extend learning into the home, as well as upcoming activities in the school.
2. Teachers and parents will participate in Family Literacy and Math Nights.
3. Teachers and parents will participate in Meet the Teacher Night. At this venue parents will get to know their child's teacher as well as the units of study and skills to be learned. Classroom routines, student expectations and parental questions/concerns are addressed at this time.
4. The School Leadership Team meets monthly in order for parents, teachers and administration to share ideas, goals, activities and concerns.
5. Parents will be invited to participate in the volunteer Learning Leader Program.
6. Parent Lending Library is open to parents.
7. Title I Parental Involvement Committee.
8. A monthly calendar is distributed to all students to inform parents of school activities and special programs.
9. Curriculum letters in all subject areas (translated in different languages: Spanish, Chinese, and Bengali).
10. Informational letters about different activities/events.
11. Parent Coordinator/Parent Workshops are held in at PS 7 on a variety of topics.
12. Student of the Month and Perfect Attendance Awards are awarded monthly and at the end of the school year.
13. ESL classes for parents are given.
14. The Aris Parent Link gives parents access to their child's progress.
15. Principal report during P.A. Meetings.
16. Parents Association Meetings, workshops and family activities are held regularly.
17. Reflection/evaluation forms about events/activities are completed by staff and parents at the conclusion of the meeting/events to assess their effectiveness.

18. Surveys for parents and teachers are completed regularly to gather ideas on how to create a more effective school community.
19. P.S. 7 Schoolwires allows teachers to communicate upcoming events, projects, classroom activities with parents and students.
20. Newsletter with student writing is distributed quarterly.
21. Spirit Day
22. Pajama Day
23. Halloween Parade
24. International Day
25. City Harvest Food Drive
26. Field Day
27. Penny Harvest – student leader
28. Discipline Code/Contract is signed and agreed to by parents.
29. Teacher Teams
30. Faculty/Grade Conferences, one-on-one teacher/supervisory meetings.
31. Principal open door policy for staff and parents.
32. Grade leaders, lead teachers and staff developers.
33. Staff will then turnkey information learned during off-site professional development, share expertise and present at workshops.
34. Resources: Title I Parental Involvement, Network support, staff, guidance counselors, social worker, and school psychologist support.

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

1. The principal holds monthly meetings to keep parents apprised of school activities and important news. The parent association president and parent coordinator hold monthly meetings to keep parents informed of school activities, workshops, parent interests and concerns as well as important school information.
2. The principal, assistant principals, ESL/Literacy Coach, math coach and teachers coordinate and participate in Family Literacy and Math Nights.
3. Administrators, parents and teachers participate in Meet the Teacher Night.
4. The principal, assistant principals, PA President, parents and teachers are active participants of the School Leadership Team.
5. The parent coordinator and parents participate in the Voluntary Learning Leader Program.
6. The Parent Lending Library is maintained by Joyce Serra, Parent Coordinator for parents use.
7. The Title I representative, parent coordinator, PA President and parents participate in the Title I Parent Involvement Committee.
8. School staff, including ESL, Literacy and math coaches, secretaries, and the parent coordinator create and distribute monthly letters regarding school activities and curricula.
9. The parent coordinator, ESL/Literacy coach, math coach and teachers along with outside professionals create and facilitate a variety of parent workshops.
10. The principal and assistant principals along with teachers facilitate monthly Student of the Month award ceremonies and/or end of the year Perfect Attendance Ceremony.
11. The parent coordinator, assistant principal and ESL teachers coordinate to create and facilitate ESL classes for parents.
12. The parent coordinator and data specialist keep parents informed about information they can access on the ARIS Parent Link.
13. The principal and Parent Association President coordinate to provide a principal report during PA meetings.
14. The parent association president and parent coordinator work in conjunction to provide a variety of workshops, meetings and family activities to our parent/family constituency.
15. Staff and school community members including ESL/Literacy coach, math coach, PA president, parent coordinator, teachers and parents create, administer, complete and evaluate event/activity reflection and evaluation surveys.
16. The data specialist facilitates the usage of School Wires which allows teachers and parents to communicate on line.
17. The data specialist works with teachers to collect student work, then creates the PS 7 Newsletter.
18. Staff members including the principal, assistant principals, guidance counselor and teachers work together to coordinate a variety of school and community activities.
19. Parents work with school personnel when agreeing to the Discipline Code.
20. The principal, assistant principals, teachers and coaches, coordinate and facilitate various Inquiry/Teacher Teams.
21. The principal, assistant principals and ESL/Literacy coach facilitate Faculty and Grade Conferences with teachers.
22. The principal, all staff members, parents and students participate in the principal's open door policy.
23. Grade leaders help teachers and staff with concerns and keep them apprised of school and grade specific information.
24. Teachers and coaches' turnkey instructional as well as other pertinent information gathered during PD and staff development during Grade and Faculty Conferences.
25. Resources used to enhance our school includes: Title I Parent Involvement, Network support, staff, guidance counselors, social worker and school psychologist.

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

1. Principal/Parent and Parent Association meetings are held monthly to apprise parents of the importance of school information as evidenced by meeting agendas,

minutes, distributed materials and attendance logs.

2. Family Literacy and Math Nights will provide parents the skills and materials to further help their children learn at home. Participation will be evidenced by payroll receipts/submissions, activity agendas, parent flyers and letters.
3. Meet the Teacher Night is participated in by parents and teachers as evidenced by meeting agendas, hand-outs, parent letters and attendance logs.
4. School Leadership Team meetings are held monthly as evidenced by team meeting agendas, materials distributed along with minutes and attendance logs.
5. The Learning Leader Program is available to all parents as evidenced by workshop attendance, training materials and agendas.
6. The Parent Lending Library is available for use by all parents as evidenced by parent/book logs.
7. The Title I Parent Involvement Committee meets on a regular ongoing basis as evidenced by meeting agendas, materials, minutes and attendance.
8. Parent information and advisory letters are sent home with students as evidenced by a record of materials distributed by the school.
9. The Parent Coordinator and Parent workshops are held regarding a variety of topics as evidenced by workshops, agendas, workshop materials, and attendance logs.
10. Student of the Month and attendance award ceremonies are held monthly and yearly respectively at PS 7 as evidenced by letters sent to parents informing them of their child's award status and parent/security sign in records.
11. Parent ESL Classes are given at PS 7 as evidenced by class agendas, materials, and parent letters regarding participation and attendance logs.
12. The use of the ARIS Parent link is based on individual parent participation and announced to parents through letters as evidenced by a record of correspondence distributed by the school.
13. The Principal Report during Parent Association meetings is evidenced by PA Meeting agendas and minutes.
14. Parent Association meetings, workshops and family activities are held on an ongoing basis as evidenced by school letters sent home to parents announcing these activities as well as event agendas, minutes and attendance.
15. The data specialist, coaches and staff evaluate the information gathered through event/activity surveys to assess their effectiveness. This is evidenced by changes to such workshops and events on an ongoing basis.
16. The data specialist and coaches analyze the information gathered through parent and teacher surveys in an effort to create a more effective school community. These results are evidenced through on-going changes in school activities, events and efforts to improve communication and collaboration efficiently within the school community.
17. The use of School Wires is based on individual parent participation and is evidenced by ongoing weekly changes to the website.
18. The School Newsletter containing student work is distributed quarterly as evidenced by the materials sent to parents and online Newsletter.
19. School activities are participated in by all staff members, parents and students as evidenced by school correspondence.
20. The Discipline Code/Contract is participated in by parents, students and staff as evidenced by signed copies of the contract maintained by classroom teachers.
21. Teacher Teams work to improve a variety of facets of school life as evidenced by team agendas, materials created/used, minutes and attendance.
22. Grade/Faculty and supervisory meetings are evidenced by meeting agendas, materials and attendance.
23. Staff members turnkey important information learned during offsite workshops and meetings as evidenced by in-house meeting agendas and attendance.

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

1. Principal/Parent Meetings are held monthly throughout the school year.
2. The Parents Association meetings are held monthly throughout the school year.
3. Family Literacy and Math Nights occur twice per year for two hours each night.
4. Meet the Teacher Night is held each September for a duration of one hour in the evening.
5. Activities such as the Learning Leader Program and Parent Lending Library are ongoing throughout the school year (September – June).
6. Committees meetings such as the Title I Parent Involvement Committee, School Leadership Team, and Parent Association (including the Principal's Report) occur on a monthly basis throughout the school year.
7. Parent correspondence including the school's monthly calendar, curriculum letters, and Student of the Month announcements are distributed on a monthly basis throughout the school year.
8. Other events held on an as needed or appropriate basis throughout the school year include Parent Coordinator/Parent Workshops, Parent ESL Classes, Parent Association Workshops and activities, Spirit Day, Pajama Day, Halloween Parade, City Harvest Food Drive, Field Day and Penny Harvest.
9. All staff members participate in monthly faculty and grade conferences along with monthly professional development.
10. Inquiry/Teacher Teams meet for 35 minutes per week throughout the school year.
11. Reflection and evaluation surveys are completed at the conclusion of school events, activities and professional development workshops as they occur throughout the school year.

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

1. Principal/Parent meetings, Title I Parent Involvement Committee and Parent Association meetings are held once per month for ten months for a duration of one hour.
2. Family Literacy and Math Nights consist of the principal, assistant principals, instructional coaches and at least six teachers meeting with parents and students twice per year each for a two hour session.

3. All teachers will participate in Meet the Teacher Night in September for a one hour session.
4. The School Leadership team consists of the principal, assistant principal, parents and five teachers who meet once per month for 10 months for a one hour session.
5. Programs and events such as the Parent Lending Library, Schoolwires, Aris Parent Link, Learning Leader Program and the principal open door policy are available to parents each day at their convenience as needed throughout the school year.
6. Events and programs such as the school monthly calendar, curriculum letters, informational letters, Student of the Month announcements are created and distributed by the school's secretarial staff and distributed on an as-needed basis.
7. Programs and events such as Parent Coordinator/Parent Workshops, Parent ESL Classes, Parent Association workshops and family activities, Spirit Day, Halloween Parade, International Day, City Harvest Food Drive, Field Day, and Penny Harvest are created and facilitated by various staff members on an as-appropriate basis throughout the school year.

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).

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- Principal/Parent and Parent Association meetings are held monthly. School activities, Parent Workshops, Curricula, Instructional goals and activities are introduced and discussed during these meetings in order for parents to better understand the Units of Study and skills being taught in the classroom, ways in which parents can extend learning into the home as well as upcoming activities in the school.
- Teachers and parents will participate in Family Literacy and Math Night.
- Teachers and parents will participate in Meet the Teacher Night. At this venue parents will be able to get to know their child's teacher as well as the units of study and skills to be learned. Classroom routines, student expectations, and parental questions/concerns about classroom procedures are addressed during this time.
- The P.S. 7Q Schoolwires website provides parents with information about our school activities and classroom assignments, projects and special programs.

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	X	Title IA		Title IIA	X	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	<ol style="list-style-type: none"> 1. Word Study using Words their Way, Phonics Lessons, Month by Month Phonics, Ready Gen Phonics 2. RtI 3. ELA Test Preparation Program 4. After School ESL Program 5. Imagine Learning 6. Small Group Scaffolded lessons using the Ready Gen Reading Program. 	<ol style="list-style-type: none"> 1. Whole class and small group 2. Small Group 3. Whole class and small group 4. Small Group and 1:1 tutoring 5. Small Group 6. Small Group 	<ol style="list-style-type: none"> 1. During the school day and during the 37 ½ minute extended day period. 2. During the school day. 3. During the school day and during the 37 ½ minute extended day period. 4. After School 5. During the school day and during the 37 ½ minute extended day period. 6. During the school day and during the 37 ½ Minute Extended Day period.
Mathematics	<ol style="list-style-type: none"> 1. AIS Math 2. NYS Math Test Prep Program 3. Small group reteach lessons using the Go Math Program. 	<ol style="list-style-type: none"> 1. Small Group 2. Whole Class and Small Group 3. Small Group 	<ol style="list-style-type: none"> 1. During the school day for grades 2 and 3. 2. During the school day and 37 ½ minute extended day period. 3. During the school day and 37 ½ minute extended day period.
Science	<ol style="list-style-type: none"> 1. Differentiated Instruction 	<ol style="list-style-type: none"> 1. Small Group and 1:1 	<ol style="list-style-type: none"> 1. During the school day and 37 ½ minute extended day period.
Social Studies	<ol style="list-style-type: none"> 1. Differentiated Instruction 	<ol style="list-style-type: none"> 1. Small Group and 1:1 	<ol style="list-style-type: none"> 1. During the school day and 37 ½ minute extended day period.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ol style="list-style-type: none"> 1. Guidance Counselor 2. School Psychologist 3. Social Worker 	<ol style="list-style-type: none"> 1. Small Group and 1:1 2. 1:1 3. 1:1 	<ol style="list-style-type: none"> 1. During the school day. 2. During the school day. 3. During the school day.

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

6. All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
 - Targeted Assistance (TA) Schools must also complete the *TAS 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.			
School Wide Program (SWP)	X	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.
<ol style="list-style-type: none"> 1. Teachers will participate in monthly differentiated professional development: Ready Gen Workshops, Go Math Professional Development, lab sites, in-house and off-site professional development, volunteer lunch and learn, study groups, intra-visitation, one-on-one support by the literacy coach and teacher supervisory conferences in an effort to deepen their understanding of all teaching practices such as conferring, shared writing, interactive writing and strategy lessons. All staff members will participate in professional development regarding the use of differentiated and data driven instruction to increase student performance as well as an in depth look at the Charlotte Danielson Framework for Teaching. Through the use of this tool teachers will be instructed on how to provide ongoing needs based instruction. 2. Professional development will also include an exploration of the NYS Common Core Standards in an effort to differentiate instruction based on these rubrics. 3. Classroom visits with the principal and assistant principals and coaches using walkthrough checklists and <u>Enhancing Professional Practice; Framework for Teaching</u> by Charlotte Danielson will provide feedback to all teachers on how to further improve classroom instruction. 4. Teachers will participate in various study groups. Teachers will be provided with a content area course book to study and reflect upon. Weekly meetings will be held to share the information learned and discuss how the techniques and skills learned can be applied within all content area instruction to improve student literacy performance. 5. All applicants' resumes are screened prior to receiving an invitation to interview with the principals and assistant principals. Afterwards, the interview process includes a review of the applicant's professional studies along with his/her knowledge and experience. During a subsequent interview a sample lesson and plan is then reviewed to assess the teacher's ability to communicate and deliver appropriate instruction, while creating a motivating and safe rapport with students. The interview process at P.S. 7 is a rigorous one to assess each applicant's ability to drive and administer instruction on an individual, small group and whole class level.

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).
<ol style="list-style-type: none"> 1. Professional Development for teachers, assistant principals, literacy coach, paraprofessionals, guidance counselors, special education teachers, psychologists, OPTs, speech therapists, parent coordinator, and staff responsible for the delivery of instruction and services to our students is conducted throughout the school year. Records of meetings are maintained by sign-in sheets and agendas. The following areas will be addressed during professional development meetings. 2. Literacy and math instruction, content area instruction, Charlotte Danielson rubrics, Advance Evaluation System, ESL methodologies used in the classroom, Child Welfare/Abuse protocol, and School Safety, will be conducted for all staff members as per the Jose P. mandates for a minimum of 7.5 hours. Study group regarding literacy development, mathematical reasoning and technology use will also be given to all interested. Some of the books that are/will be utilized are <i>Amazing English Handbook</i> by Teresa Walter, <i>Balancing Reading and Language Learning</i> by Pauline Gibbons. <i>Dual Language Teaching and Learning in Two Languages</i> by Sonia Soltero, <i>The Young Child in</i>

Mathematics by Juanita Copley and *Teaching Mathematics Through Problem Solving* by Frank Lester and Randall Charles.

3. Lunch & Learn – the assistant principals and the literacy coach meet with classroom teachers on a voluntary basis to discuss the Ready Gen Reading and Writing Units of Study. This is a forum for teachers to ask any questions or voice concerns they have pertaining to reading or writing workshop.
4. In-house professional development for new and experienced teachers consists of conferring, overview of the workshop model, guided reading, strategy lessons, Inquiry team, assessment, use of technology in the classroom, and content area learning.
5. The administration ensures that all staff receives 7.5 hours of ELL training during staff development days, grade and faculty conferences, in-house ESL/Literacy staff development, in-house differentiated professional development, study groups, and as well as lunch and learn meetings. Professional Development is also given regarding co-teaching. In co-teaching the following activities were discussed: Mini-lessons, independent reading and writing, shared reading, shared writing, interactive writing, read aloud, instructional format, advantages of co-teaching, activity based thematic units, differentiated instruction, and role playing. The administration ensures that all staff adheres to the above co-teaching model.
6. A variety of staff members including the principal and assistant principals, ESL/Literacy and math coaches, ESL and classroom teachers participate in off-site Ready-Gen and Go Math staff development in an effort to gain a deeper understanding of content, as well as how such programming inter-grades CCLS standards as staff members viewing these programs from different perspectives (ESL, classroom, AIS, supervisory) are able to gain insight as to best ways to utilize these programs to meet the needs of our students.
7. Cluster teachers participate in off sight content area professional development and turnkey important information, curricula ideas and activities and the integration of all CCLS components during faculty and grade conferences.
8. All teachers will participate in monthly differentiated professional development, Ready Gen and Go Math Workshops, Lab-sites, in-house and off-site professional development, volunteer lunch and learn, study groups, intra and inter-visitiation, one-on-one support by literacy and math coaches as well as teacher supervisory conferences in an effort to deepen their understanding of all teaching practices including whole class, small group differentiated and individualized instruction.

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 ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

1. Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
2. All classrooms, AIS/ESL teachers will participate in monthly professional development provided by our assistant principals and literacy/math coaches. This PD includes the use of the Go Math Program to ready students for the CCLS Math Tasks. Our assistant principals and math coach are funded by Title I, Fair Student Funding and Contract for Excellence Funding.
3. After school math programs for our at-risk students will be taught by classroom and content area teachers and funded by title III funds.
4. Balanced literacy materials used in conjunction with the math workshop on an on-going basis are purchased through the use NYSTL funds.
5. The Cornell Nutrition Workshop is provided to parents to teach them how to make better nutritional choices for their families. This workshop includes eight weekly lessons on the types of food and preparation needed to prepare healthy meals as well as exercise routines to follow. Parents who attend all eight sessions receive a certificate of completion of the program.
6. Child Center of NY works in conjunction with PS 7 to refer families in need of counseling, in a variety of areas. Two licensed social workers come to the school twice a week to provide counseling to students with mental health and violence concerns.
7. The Lower East Side Family Union provides individual and family counseling to our students. These services include home visits that help families establish the routines and activities needed to provide a proper home environment.
8. Prevent Child Abuse and ACS-Parents and Children's Rights unit provide counseling for families in jeopardy of domestic violence and refers these families to other agencies and resources they may need i.e. shelter and violence.

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.).

1. Mommy and Me classes are held twice per week to introduce preschoolers to the Kindergarten setting as they interact with school staff and a parent. During these sessions, children are introduced to new literature and participate in educational and social activities with other children readying themselves for Kindergarten.
2. The Parent Lending Library is open to all parents allowing them to borrow books to be read at home to their children attending PS 7 as well as their younger siblings. This will foster a love of learning and ready our preschoolers for the classroom making the transition to Kindergarten.
3. Parent workshops inform the PS 7 community members on a variety of topics including nutrition, discipline and parenting

skills, homework help and ESL classes enable parents to work with their children who already attend PS 7 as well as those approaching entrance into Kindergarten.

4. Upon registration all Kindergarten parents and students participate in new admit orientation. Parents receive an admission package which consists of Parent/Guardian Home Language Identification Survey in the language of their preference, a program selection form (for ELL students) residency questionnaire, Parent/Guardian student Ethnic Identification forms and the Child and Adolescent Health Examination form. Based on the information provided by the parents, the students' language needs are identified and an informal interview is given both in English and the students' native language. Upon administration of the Lab-R, all Kindergarten ESL service requirements are determined and parents are informed of the various ESL programs offered by PS 7 and are given the opportunity to choose the one best suited for their child's needs. Students are then placed into a Kindergarten class that meets their learning needs and English proficiency along with parent preferences.

5. Professional development is given to all Kindergarten teachers prior to the first day of school in September to aid teachers in the planning of instruction to better guide students towards an easy transition into Kindergarten.

6. All Kindergarten parents are invited into the classroom with their children on the first day of school to introduce them to the classroom, teacher, and books that will be read.

7. Local pre-school students along with their parents are given the opportunity to tour the PS 7 gym, library, auditorium and a model Kindergarten classroom in the spring. This serves to introduce preschoolers to their next school year and motivate student learning while alleviating their fears of the new Kindergarten surroundings.

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.

1. Teachers will create their assessment checklists on their own, within teacher teams, and grade-wide based on the curriculum demands and needs of their students. These checklists are used to monitor progress and drive instruction.

2. Teachers meet collaboratively to agree upon and/or revise the Ready-Gen formative reading/writing assessments. These assessments are revised to better meet the needs and proficiencies of our students in an effort to drive instruction.

3. An assessment team consisting of the principal, assistant principals, ESL/Literacy coach, math coach and teachers from each grade was formed in the spring of 2013. This team worked collaboratively during the previous and current school year to review and decide upon the state and local measures of assessment to be utilized for this year's Advance teacher evaluation scores. The teams' decision making progress and results were shared with the staff during professional development prior to the first day of school.

4. A team of classroom teachers along with the math and ESL/Literacy coaches will work to create the CCLS math baselines and tasks which are administered to each grade in the winter and spring along with a grading rubric for each. The baseline assessments will be graded collaboratively by the classroom teachers in an effort to determine the creation of differentiated instruction as well as classroom and small group assessment checklists.

5. Although the creation of the literacy CCLS baselines and tasks was facilitated by the NYCDOE, the assessment rubric was reviewed collaboratively by each grades' classroom teachers to gain a deeper understanding of student expectations and to come to a consensus on the grading process. The literacy baselines will also be graded collaboratively by the classroom teachers to determine the creation of differentiated instruction as well as classroom and small group assessment checklists.

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 PS 7. Therefore, PS 7, 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 PS 7 and the families. PS 7'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 the PS 7 community. PS 7 will support parents and families of Title I students by:

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 PS 7. Therefore, PS 7, 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 PS 7 and the families. PS 7's policy is designed to keep parents informed by actively involving them in the 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 the PS 7 community. PS 7 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 levels.** This includes but is not limited to workshops and meetings where instructional strategies are discussed and modeled so that they can be replicated in the home. Such workshops and meetings include Family Literacy Night, Family Math Night; Meet the Teacher Night, Monthly Principal/Parent Meetings, Weekly Workshop and ESL Classes for Parents. Learning materials such as Go Math and Literacy Games are provided to parents during the above mentioned workshops. Learning materials are shared between the school and home through the use of the Book in the Bag, Books Across America and Parent Lending Library Programs.
- **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.** Parents are asked to participate on the SLT Committee and the Parents Association as well as to attend the meetings held by such groups in order to discuss and make decisions regarding curriculum activities and programs used and participated in within PS 7.

- **Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress.** Parents are encouraged to participate in their child's class as a volunteer chaperone during trips and to participate as a volunteer in the Learning Leader Program. Parents are also invited to attend and participate in the weekly workshop sessions where early learning strategies are modeled and parents are encouraged to use the Parent Lending Library. ESL classes are held in order to help parents new to the country, learn the language, as well as gain important information regarding immigration. In addition, a suggestion box for parental concerns will allow parents to ask questions and voice opinions/concerns in a non-threatening format to be addressed by the school. This along with the principal's open door policy fosters a shared communication among the school community.
- **Providing assistance to parents in understanding City, State and Federal standards and assessments.** Principal/Parent meetings, Meet the Teacher Night and Parent Teacher Conferences along with Family Literacy and Math Nights provide parents with needed information about the CCLS and how they relate to classroom and NYS Assessments used PS 7.
- **Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand.** Based on the Home Language Survey, parents are provided with all pertinent information regarding PS 7 through the use of written correspondence which is translated into the major languages spoken by our student body; Spanish, Chinese and Bengali. Translation is provided by the Translations Unit and staff members when needed.
- **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 the PS 7 community.** The School Leadership Team meets monthly in order for parents, teachers and administrators to share ideas, goals, activities and concerns. At these meetings parent members are informed of the types and frequency of staff PD and are encouraged to share their ideas for improvement and/or additional workshops.

PS 7's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including those of English Language Learners and students with disabilities. The PS 7 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, 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, PS 7:

- 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. This is done during the Title I Parent Involvement and Parent Association Meetings. During our SLT Meetings, the team is often apprised of Title I activities and concerns and the above policy is reviewed and updated.
- 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. Title I Funds and their use are discussed during Parent Association, SLT, and Principal/Parent Meetings. Parents are also apprised of workshops paid for with these funds through the use of written correspondence. Workshops are evaluated through the use of parent surveys to assess their effectiveness and decide which workshops/activities would be useful to repeat or extend upon in the future.
- 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 and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills.

- Our Parent Coordinator serves as a liaison between the school and families. She provides parent workshops based on the assessed needs of our constituent parents. Children who attend PS 7 and will work to ensure that the PS 7 environment is welcoming and inviting to all. 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. In addition to this, such workshops are evaluated to determine the need for similar events in the future as well as their effectiveness.
- Conduct parent workshops including topics such as Teaching Children Basic Values, Homework – I'll do it Later, Dealing with your Strong Willed Child, Being a Good Dad in the 21st Century, and Reinforcing Your Child's Academic Skills. In addition to the above, the Cornell Nutrition Workshop provides parents with the opportunity to learn how to make better nutritional choices for their families. Parental ESL classes help teach newcomers much needed language skills along with the skills on how to navigate in their new homeland.
- Provide opportunities for parents to help them understand the school accountability system. The NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report and the Learning Environment Survey Report are discussed and explained by the principal during monthly Principal/Parent Meetings, SLT Meetings, and this information is reiterated during PA Meetings and parent workshops held by the school.
- 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. All pertinent information regarding parent meetings, school safety, upcoming school programs/activities and monthly curriculum letters are translated into the major languages spoken by the PS 7 constituency; Spanish, Chinese and Bengali. This is done by the Translations Unit as well as our bilingual staff members when needed. Staff members provide translation services when necessary during school meetings and events to ensure the information provided can be understood by all attendees.
- Conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their child's academic skill needs and what parents can do to help.

PS 7 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 and Title I Parent Committees.
- Supporting or hosting Family Day events;
- Establishing and maintaining a Parent Resource Center/Area or lending library; instructional materials for parents;
- Workshops will be provided to families regarding the roles of males asserting leadership in their children's education. This will be provided to 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

PS 7, 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; Students will participate in 50 – 60 minute reading, writing and math workshops daily. In addition, each class will receive three 45 – 50 minute periods of science and social studies instruction per week.
- Respecting cultural, racial and ethnic differences; Students will be encouraged to respect and celebrate the vast cultural backgrounds of those at PS 7. This will be done through social studies based instruction that emphasis family, community and culture and through the celebration of holidays and conducting International Day.
- Implementing a curriculum aligned to the Common Core Learning Standards; all subject area curricula are aligned to the CCLS. The Ready Gen Reading/Writing Workshops and the Go Math Program utilized at PS 7 are all aligned to the CCLS as well as the four literacy and math tasks our students participate in. Bulletin boards and projects are also created using the criteria of these standards.
- Offering high quality instruction in all content areas; all content area instruction is CCLS aligned and our teachers are highly qualified.
- 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 Meet the Teacher Night in September and Parent-Teacher Conferences each November and March 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, 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; Monthly Principal/Parent Meetings are conducted to keep parents apprised of ongoing school activities and events as well as to provide parents with the knowledge and materials necessary to extend their child's learning from the classroom into the home.
- 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; Communication between school and home is translated into the major languages spoken by our constituency, Spanish, Chinese and Bengali. Interpretation services are provided both by staff members and the Translation Unit in order to facilitate clear communication between home and school.
- Providing information related to school and parent programs, meetings and other activities, which 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; Parents are encouraged to participate in the SLT Committee, Parent Association and Title I Committee.

- Providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information; Through the use of ARIS, parents can access information regarding their child's success and achievement in school, state exam scores as well as reading levels and absences.
- 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, Meet the Teacher Conferences.
- Parents are encouraged to meet with their child's teacher to discuss their progress and address any concerns they may have. Appointments can be made with each individual teacher throughout the day as schedules permit.
- Our principal has an open door policy and encourages feedback from parents.
- The monthly Principal/Parent meetings provide parents with the opportunity to address their concerns and to be apprised of curricula, updates, and school events.

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. Parents are encouraged to meet with PS 7s guidance counselors to discuss any social/emotional concerns they may have for their child.
- 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); Letters are sent home providing parents with the information needed to access their child's academic progress via ARIS. In addition, such assessments and the CCLS are discussed during Meet the Teacher Night, Family Math/Literacy nights as well during monthly Principal/Parent Meetings.
- Sharing and communicating best practices for effective communication, collaboration and partnering with 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;
- Parents will be invited to share their ideas anonymously through the use of a parent idea/suggestion collection box. Parents can share their ideas for improving any and all aspects of their child's education in a positive way.
- Monthly curricula letters are sent to parents in their home languages describing the units of study being taught in their child's classroom. This includes details of what they will be learning and ways in which parents can foster this learning at home.
- Workshop surveys are provided to parents in order to seek their input regarding the types of activities/workshops they would like to participate in as well as the effectiveness of those already attended.
- 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).
- Monitor my child's progress by noticing as his/her reading level increases and reviewing projects and tasks returned home.
- 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 promptly 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 to learn more about teaching and learning strategies whenever possible.
- Take part in the school's Parent 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.
- Participate and attend school meetings/activities as needed and as schedule permits.

III. Student Responsibilities:

- Attend school regularly and arrive on time;
- Complete my homework and submit all assignments on time;
- Follow the school/classroom rules and be responsible for my actions;
- Show respect for myself, other people and property;
- Try to resolve disagreements or conflicts peacefully;
- Always try my best to learn.

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

PS 7, 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.

IV. 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, which 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 with 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;

IV. 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 promptly 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;

V. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
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 24	Borough Queens	School Number 007
School Name Louis F. Simeone		

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 Sara D. Tucci	Assistant Principal Ircania Stylianou
Coach Naomi Landau/ESL/Literacy	Coach
ESL Teacher Jennifer Caruana	Guidance Counselor Erin Garrity
Teacher/Subject Area Leigh Pena/ Dual Language	Parent type here
Teacher/Subject Area	Parent Coordinator Joyce Serra
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.	3	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	4	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	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	14	Number of special education teachers with bilingual extensions	2

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1123	Total number of ELLs	607	ELLs as share of total student population (%)	54.05%
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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 1 2 3 4 5
6 7 8 9 10 11 12

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)	1	1	1	1										4
Freestanding ESL														
self-contained	5	4	4	1										14
Push-In	1	4	3	4										12
Total	7	9	8	6	0	30								

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	607	Newcomers (ELLs receiving service 0-3 years)	562	ELL Students with Disabilities	44
SIFE	0	ELLs receiving service 4-6 years	1	Long-Term (completed 6+ years)	0

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	37									37
ESL	525		44	1						526
Total	562	0	44	1	0	0	0	0	0	563

Number of ELLs who have an alternate placement paraprofessional: 15

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																
Spanish	11	4	10	6	5	5	5	4											31	19
Chinese	0	1	1	4	3	4		8											4	17
Bengali	1	1		4	1	6		9											2	20
TOTAL	12	6	11	14	9	15	5	21	0	0	0	0	0	0	0	0	0	0	37	56

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): 39 Number of third language speakers: 3

Ethnic breakdown of EPs (Number):

African-American: Asian: 16 Hispanic/Latino: 28
 Native American: White (Non-Hispanic/Latino): 4 Other: 12

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	83	66	64	48										261
Chinese	44	48	42	39										173
Russian														0
Bengali	29	30	16	19										94
Urdu	0	2	2	2										6
Arabic	1	0	0	0										1
Haitian														0
French		1												1
Korean														0
Punjabi	0	0	1	1										2
Polish														0
Albanian	1	0	0	0										1
Other	14	4	5	4										27
TOTAL	172	151	130	113	0	0	0	0	0	0	0	0	0	566

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)	15	9	17	3										44

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)	62	48	39	14										163
Advanced (A)	84	80	82	22										268
Total	161	137	138	39	0	0	0	0	0	0	0	0	0	475

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	51	50	26	2	129
4					0
5					0
6					0
7					0
8					0
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	29		58		36		12		135
4									0
5									0
6									0
7									0
8									0
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.

The assessment tools our school uses to assess the early literacy skills for our ELLs include NYSESLAT, EL SOL, LAB-R (NYSITELL), TC Running Records, Assessment Pro, K- 3 NYC ELA pre-assessment, and writing portfolio assessment. In addition, the teachers have created checklists to be used day to day to address the Common Core Learning Standards. Informal Reading assessment is ongoing. The students are assessed in skills such as main idea, retelling and vocabulary use to mention a few. During writing the students in Kindergarten through second grade are assessed every three weeks using the ReadyGen performance-based assessment. In third grade the students are assessed every four and a half weeks using the ReadyGen performance-based assessment. The analysis of this data has shown that our ELLs are improving academically. The success of the programs implemented at P.S. 7 are evident as the students reading levels are increasing as assessed by the running records and end of the unit assessment in ELA and Math. Based on the data above, our instructional programs will continue to be used. Students' oral language is developed through the use of instruction using read aloud, shared reading, interactive reading and writing. In addition, we will continue teaching thematically, integrating language and content instruction, planning for small and whole group and individualized instruction, and creating a print rich inclusive learning environment. We will continue to involve the parents by providing parental workshops as well as math and literacy nights. According to our 2012-2013 El Sol assessment data, our students' mastery level increased across the grades. We deduce that this increase is due to our Dual Language classes. Students receive a balance of instruction in English and Spanish. We use the 50/50 model. The administration will continue to support the Native Language Arts by providing teachers with De Cancioneros a Cuento, Bien Dicho, Alfarrimas, Letra por Letra by Pearson and other Spanish programs to support our students.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

After reviewing LAB-R and NYSESLAT data, we noticed the following:

- Incoming Kindergarten students who attended pre-kindergarten demonstrated significantly higher listening and verbal skills than children who had not been exposed to any pre-kindergarten instruction.
- We will continue informing parents of the benefits of pre-school instruction and make information available about pre-school sites in the community.
- Students who are proficient in their native language develop all four-language modalities of English at a significantly faster rate than students who are illiterate in their first language. Jim Cummins states "Speakers who are truly bilingual can move between two languages easily, explaining a concept or idea in either language, called Common Underlying Proficiency (CUP)."
- We will continue to provide parental workshops on how to help children build skills in reading and writing in their native language. One of the goals of these workshops is also to boost respect among immigrant families for their native language and develop positive cross-cultural attitudes, behaviors, and skills that will enable students to function in a global society.
- One of the elements necessary to provide a balanced literacy program for English language learners is for them to use their primary language. Students' native language skills are being used for instructional purposes. Each child is aware of his or her special worth, strength, needs, and developmental level in reading. Across all grade levels teachers and students develop individual student and class goals in all content areas. The Kindergarten, first, second and third grade Dual Language classes are using Letra por Letra among other programs such as De Canciones a Cuentos and Bien Dicho.

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](#))

Patterns that emerge across NYSESLAT modalities, will serve as a basis to drive instruction. We will continue to provide instructional

support in all language modalities and provide additional support in modalities that need improvement through the use of small group instruction and flexible grouping. Data reflects that as students acquire CALP, their proficiency level increases in the reading and writing modalities. Transition to the next proficiency level is greater in listening and speaking than reading and writing. Our data supports the research that BICS acquisition takes 3-5 years and CALP attainment takes 8-10 years. With the passage of the Federal NCLB Act in 2001, our school has shown substantial gain with standardized tests.

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?

a. After analyzing the data of EL SOL, NYSESLAT, LAB-R, and teacher assessments, we expanded our Inquiry Teams to include all grades. Small group instruction is part of our balanced literacy program and is done on a daily basis in order to differentiate instruction to meet the needs of all students. We have also implemented a pull-out enrichment program during the school day and extended day in order to meet the needs of all students including ELLs.

b. Teachers use the analyzed data of their periodic assessments (Running Records, conference notes, end of the unit assessment and the baseline) in conjunction with the ESL, AIS and Math teachers in order to plan, diversify, and scaffold lessons whether in small group and/or guided reading/writing.

c. By analyzing student results and patterns across proficiencies and grades we have come to the conclusion that, as researcher Jim Cummins states: learning a second language is developmentally cognitive. As students acquire CALP, their proficiency level increases in

the reading and writing modalities. Transition to the next proficiency level is greater in listening and speaking than reading and writing. Our data supports the research that BICS acquisition takes three to five years and CALP attainment takes eight to ten years. Periodic Assessment has proven that beginning and intermediate ELLs are vocabulary deficient in English and possess lower levels of reading and writing proficiency than their Native English Language speaking peers. Native language is used in our school by providing students with materials

such as math books, leveled library books in various languages and genres to include Spanish, Chinese, Urdu and Bengali. When teachers deem necessary, they use scaffolding techniques to facilitate students' understanding in order to avoid frustration.

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](#).)

Universal Screen

Our school begins with the Universal Screening, which is administered to all students. As the Universal Screen, our school uses TC Running Records, and the following strands of TC Assessment Pro: Letter sounds, letter knowledge, and sight words. For the 2013-2014 school year, we have added the NYC ELA Writing Prompt (Performance Assessment) as part of the Universal Screen.

Additionally, when ELLs first enter our NYCDOE, the Home Language Identification Survey (HLIS) is administered. Using information from the HLIS, ESL services needed by each individual child are determined. Each child receives ESL services from a highly qualified staff member (certified ESL teacher). Beyond the information from the HLIS, the Universal Screen is used to flag students whose literacy skills are below grade level. English Language Learners are flagged as needing additional support in literacy in conjunction with language services.

Tier I Instruction

English Language Learners receive Tier I instruction by the general education teacher and a certified ESL teacher. We have two models for Tier I instruction of English Language Learners. We have several self-contained English as a Second Language classes taught by a certified ESL teacher. As well as classes using the push-in model. An ESL teacher pushes into English classes in order to provide the ESL services to those students in need of them, for the time mandated as determined by students' LAB-R and NYSESLAT score. Both the classroom teacher and ESL teacher provide differentiated targeted instruction based on the needs of both the literacy and language needs of the students. Based on research to best meet the needs of linguistically diverse populations, ELL students are exposed to a curriculum that teaches both language and literacy across content areas. Lessons are made meaningful through hands-on and authentic experiences. ELLs are given instruction that is cognitively challenging, but with instructional supports such as picture cues, total physical response, peer support, and scaffolded instruction. English language learners develop language through conversations with the teacher and with peers.

Tier II Instruction

ELLs who have not shown sufficient progress in Tier I are brought to the attention of the RtI team. The RtI team consists of the school building principal, two assistant principals, two Academic Intervention Support teachers, one Literacy/ESL coach, and one guidance counselor. Using data from the documentation of Tier I instruction and the Universal Screen, the RtI team determines if the ELL student needs more intensive support in Tier II. We use a pull-out/push-in RtI model. ELLs who are determined to be in need of more intensive differentiated instruction will receive Tier II instruction three times a week for a minimum of 30 minutes in small groups of no more than five students from a highly qualified teacher. As part of the Tier II instruction, we use The Wright Group Early Reading Intervention Program, which is a research based literacy program addressing the following literacy components: sight word instruction, comprehension, phonics, vocabulary instruction, and fluency. Additionally, in order to meet the language needs of ELLs we have incorporated Mondo, which is an oral language development program. ELLs are monitored for progress once a month and changes are made to instruction based on the assessments. The RtI team meets bi-monthly to discuss student progress. Parents are

notified in writing that their child has been placed in Tier II. The notification letters have been translated into Chinese and Spanish.

Tier III Instruction

English Language Learners who are not thriving after a minimum of nine weeks in Tier II are then brought to the attention of the RtI team. The RtI team discusses data from the progress monitoring assessments given during Tier II. The RtI team uses the data to discuss how Tier III interventions can help the student overcome his/her difficulties. We use a pull-out RtI model. ELLs who are determined to be in need of more intensive differentiated instruction will receive Tier III instruction four times a week for 45 minutes in small groups of no more than three from a highly qualified teacher. As part of the Tier III instruction, we use The Wright Group Early Reading Intervention Program, which is a research based literacy program addressing the following literacy components: sight word instruction, comprehension, phonics, vocabulary instruction, and fluency. Additionally, in order to meet the language needs of ELLs we have incorporated Mondo, which is an oral language development program. ELLs are monitored for progress once a month and changes are made to instruction based on the assessments. The RtI team meets bi-monthly to discuss student progress. Parents are notified in writing of their child's placement in Tier III. The notification letters have been translated into Chinese and Spanish. If the student continues to demonstrate persistent difficulties despite the additional interventions in Tier II and Tier III over a suitable period of time, the child is recommended to our School Based Support Team (SBST) in order to determine if the child is in need of a comprehensive multidisciplinary evaluation. However, our school views RtI as a problem solving model, rather than a special education pre-evaluation and makes every effort to determine specific language/literacy challenges faced by individual English Language Learners who are not making sufficient progress. We believe in a focused problem-solving model that provides students with increasingly intensive, targeted instruction and ongoing progress monitoring that is created to meet their individual language/literacy needs.

6. How do you make sure that a child's second language development is considered in instructional decisions?

These students are placed in the age-appropriate grade and receive various supports that would enable them to function in the class: access to classroom libraries with books in their native language, partner work, and Academic Intervention Services. Materials in the classroom are of high interest and at diverse readability levels, age appropriate and culturally diverse. The books are two grades below and one grade above the level of SIFE students. The students are allowed to take the books home. All SIFE teachers are appropriately certified. Extended services for SIFE students are provided during the after school programs. These programs comply with CR Part 154 and NCLB. All ELLs are provided with standard-based instruction in both content and literacy areas aligned to ESL, ELA, and NLA standards. The language arts instructional component is delivered using instruction in English with the use of ESL methodologies. Instruction is differentiated for beginner, intermediate, and advanced students with the use of scaffolding, extensive modeling, and other ESL strategies. These strategies may include activating prior knowledge, building new experiences, using visuals and realia. Teachers provide scaffolding at different levels, such as teacher-centered activities, interactive and shared activities, and students' independent work supported by teacher conferences. The PS 7 administration and teaching staff will meet the individual needs of different categories of ELLs coming to this school. Newcomers receive support in their native language. Teachers provide anxiety-free environment by pairing newcomers with buddies who speak the same language or help them learn English through interpersonal communication. Students who exit from the ESL program receive additional support through a transition program that will help them maintain proficiency in the English language. Our plan for ELLs receiving services for 4 to 6 years is the same as above. These students participate in Inquiry Team groups and receive individualized/small group instruction by classroom, AIS and ESL teachers. Extension of Services - The students who have the Basis Extension of Services are part of a variety of activities to increase their listening, reading and/or writing levels. Please see Basis Extension below. We do not have long-term ELLs that have completed 6 years. We are a K - 3 school.

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?

a. The English Proficient students are assessed in the second language using De Canciones a Cuentos, Bien Dicho!, teacher made assessments and EL SOL.

b. The level of language proficiency in the second language for EP's is based on the EL Sol assessment data. Our EP students' mastery in 2012-2013 level increased across the grades. At present there is no data for kindergarten since it is the beginning of the school year. Students receive a balanced instruction in English and Spanish. We use the 50/50 model. The administration will continue to support the Native Language Arts by providing teachers with Letra por Letra, De Canciones a Cuentos, Bien Dicho!, Alfarrimas, and other Spanish programs to support our students.

c. English proficient students are performing on grade level on the ELA State Assessment. At the present time 67% of the English proficient students in the Dual Language 3rd grade class obtain a 3 in the ELA. 25% of them score a 2 and only 8% of them score a 1 in

the ELA State test. At the present time we have been unable to obtain the results of the ELE scores since we are a K - 3 school and the students are now in 4th grade in different schools.

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

In order to evaluate the success of our ELLs we analyzed the data available using NYSESLAT, LAB-R, EL SOL, ELA, MATH, running records, and teacher made assessments. The conclusion made reflects that our ELLs are improving academically. The success of the programs implemented at P.S. 7 are evident as the students reading levels are increasing as assessed by the running records.

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](#).)

The steps taken to initially identify students who may be ELLs are the following:

As parents come to register their child at P.S 7, they are given an admission package which includes: The Parent/Guardian Home Language Identification Survey in their language of preference, the Program Selection Form, Residency Questionnaire, Parent/Guardian Student Ethnic Identification Form, and the Child And Adolescent Health Examination Form.

A license pedagogue interviews the parents using the Home Language Identification Survey, and based on the information provided by the parents, administrative practices and procedures are followed during enrollment to screen students in order to identify the student's language needs. The survey data is supported by an informal oral interview in English and in the native language of the child. This initial assessment identifies those students who may possibly be ELLs. Upon having established that the student's home language is that other than English, a certified pedagogue administers the Language Assessment Battery-Revised (LAB-R) within ten days. The LAB-R measures students' level of English language proficiency, identified as beginning, intermediate, advanced or proficient. If the LAB-R results show that a child is an ELL and their Home Language Identification survey indicates that Spanish is the home language, the Spanish LAB-R is administered to determine language dominance. The Spanish LAB-R is administered by a Spanish speaking licensed pedagogue. Parents are interviewed by one of the following pedagogues: An Assistant Principal or a trained ESL licensed personnel along with the Pupil Accountant secretary. Whenever a translator is necessary to conduct the informal interview, we utilize teachers from our staff who speak the language as well as the DOE translation phone services. The steps taken to annually evaluate ELLs using the NYSESLAT are: The procedure in place to coordinate and administer the NYSESLAT has been consistently implemented through the joint effort of administrators, and school personnel. This procedure includes the following steps:

A. The school pupil accounting secretary prints the list of students eligible to take the LAB-R or NYSESLAT (RLER). This list includes

all students in P.S. 7 who are eligible to take the NYSESLAT during the current school year. Eligibility is determined based on the results of the previous year's NYSESLAT. Newly admitted students' eligibility to take the NYSESLAT is determined by the results of the LAB-R.

B. The following personnel ensure that the proper documentation is gathered and that the procedures for coordinating and administering the NYSESLAT adhere to the New York City and State regulations.

Push-in ESL teachers employed at P.S. 7:

*Lily Zhang

Bilingual English and Chinese

TESOL K – 12

*Jennifer Caruana

Bilingual English and Italian

TESOL K – 12

Common Branch License PreK – 6

*Kim Ng

Bilingual English and Chinese

TESOL K – 12

The school ensures that all four components of the NYSESLAT are administered in compliance with the New York City and State regulations. Prior to the speaking portion of the NYSESLAT, all pedagogues assigned to administer this subtest are provided with a

training session using video and other training materials from the state. This is done to ensure consistency in administration of the subtest and the assessment of students' speaking skills. The speaking subtest is administered to students individually in an assigned location separate from other students. The student's answers are recorded by the pedagogue administering the test on the student's answer sheet and afterwards transferred onto the scantron. The listening, reading, and writing subtests are administered to groups of students. Prior to administering the subtests, all involved school personnel are instructed regarding security regulations. To ensure

100% participation in the NYSESLAT, make-up tests are administered on the second day after the sub-test is given, and continues to be administered within the dates of the designated testing period. English Language Learners with disabilities are provided with testing accommodations indicated by their IEP or 504 Plan, with two exceptions: The reading subtest is not read to any student. During the writing subtest, students do not receive assistance with or have their responses corrected for spelling, grammar, paragraphing, or punctuation. All school and pedagogue personnel rendering assistance to ELLs with disabilities during the NYSESLAT receive proper training on how to do so. The school supplies CD players for administering the listening subtest to students in grades 2 and above.

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.

To ensure that our parents understand the three program choices for English Language Learners, a license pedagogue and/or an Assistant Principal interviews the parents and informs them of the three programs the Department of Education offers English language learners. After the HLIS is completed, and the students' home language is identified, the school ensures that the parents understand all three program choices by showing them the orientation video for parents and families of English Language Learners. It is shown in 13 languages: Albanian, Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Polish, Punjabi, Russian, Spanish, and Urdu. After the parents watch the video, they are given the opportunity to ask questions in their preferred language about the various programs. The video informs the parents of all three program choices which include: Free Standing English as a Second Language (ESL), Transitional Bilingual Education (TBE) and the Dual Language Program (DL). The school provides translators to help parents understand the information presented as well as to communicate with the school personnel. During the process of registration, a license pedagogue ensures that the parents of English language learners understand and make informed choices regarding the three ELL programs: TBE, DL, and ESL. Parents then fill in their Parental Survey and Program Selection Form. Within ten days the student is given the LAB-R and based on the results and the parent's choice, that information enables the school to place the student in the program that best meets their individual needs and recognizes their strengths. Placement is made within 10 days of the child's admission date. In addition to the LAB-R for new admits, the NYSESLAT, an annual assessment test, is administered to all ELLs who receive ESL services in one of the above programs. When NYSESLAT results become available, the parents of the participating ELLs are notified of program entitlement or non-entitlement choices in their preferred language. Parent choice is an important criterion for student placement. In order to inform the parents of newly-admitted students about the instructional programs offered at P.S. 7, as well as the school's goals and expectations, orientation meetings are held prior to each new school year. As Elmhurst is a neighborhood with a high influx of immigrants from all over the world, orientation sessions are also provided as the need arises throughout the school year. The school provides translators at these orientation meetings to help parents understand the information presented as well as to communicate with the school personnel. Because the state requires that ELLs be tested within ten days of their enrollment, P.S. 7 makes every effort to test the students immediately and place them in the appropriate program as selected by their parents. We stay in close contact with ELL parents in order to inform them of their child's eligibility for ESL services and collect parental program choice forms in a timely manner. We build alignment between home and school by providing parents with the program choice they select for their child. In order to further build this partnership between parent's choice and program offerings, we provide parental workshops which explain the program models. In addition, we offer parents suggestions on how they can help their child at home. Parents are invited to attend Open School Week as administration, teachers and the ESL/literacy coach are available to answer any questions or concerns the parents may have about our program models. Upon review of the Parent Survey and

Program Selection Forms for the past few years, the trend of program choices at P.S 7 has been Freestanding ESL and Dual Language.

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 [\[see tool kit\]](#).)

When the NYSESLAT results become available, the score reports are printed from the NYSESLAT Score Report provided by the state. Students who score at beginner, intermediate or advanced levels, are sent program entitlement letters and students who score proficient are sent program non-entitlement letters. All letters are written in the child's home language. Parents are asked to sign and return the letter indicating their notification. A copy of all the originals are kept in a binder, and the signed letters are kept in another binder. During the admission process parents are interviewed by a licensed pedagogue using the Home Language Identification Survey. Parents are shown the DOE Parent Orientation video in their home language, given the opportunity to ask questions and then are asked to fill out the Parent Survey and Program Selection form. The form is reviewed by a pedagogue to ensure completion and then added to the child's cum folder.

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.

The results of the LAB-R combined with parent's choice enables the school to place the students in the program that best meets their

individual needs and recognizes their strengths. Students are identified as ELLs based on the HLIS, LAB-R, and/or the NYSESLAT.

The Parent Survey and Program Selection form is reviewed. The child is then placed accordingly so that they receive the required amount of English Language instructional time within the parent selected program. Parents are informed of the placement of the child through a letter written in their native language. Because the state requires that ELLs be placed in the appropriate program within ten days of their enrollment, P.S. 7 makes every effort to comply.

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 school ensures that all four components of the NYSESLAT are administered in compliance with the New York City and State regulations. Prior to the speaking portion of the NYSESLAT, all pedagogues assigned to administer this subtest are provided with a

training session using video and other training materials from the state. This is done to ensure consistency in administration of the subtest and the assessment of students' speaking skills. The speaking subtest is administered to students individually in an assigned location separate from other students. The student's answers are recorded by the pedagogue administering the test on the student's answer sheet and afterwards transferred onto the scantron. The listening, reading, and writing subtests are administered to groups of students. Prior to administering the subtests, all involved school personnel are instructed regarding security regulations. To ensure 100% participation in the NYSESLAT, make-up tests are administered on the second day after the sub-test is given, and continues to be administered within the dates of the designated testing period. English Language Learners with disabilities are provided with testing accommodations indicated by their IEP or 504 Plan, with two exceptions: The reading subtest is not read to any student and during the writing subtest, students do not receive assistance with or have their responses corrected for spelling, grammar, paragraphing, or punctuation. All pedagogue personnel rendering assistance to ELLs with disabilities during the NYSESLAT receive proper training on how to do so. The school supplies CD players for administering the listening subtest to students in grades 2 and above.

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. 

Upon review of the Home Language Identification Survey and Program Selection Forms for the past few years, the trend of program choices at P.S 7 has been Freestanding ESL and Dual Language. Upon parents' selection of the program, students are placed accordingly. We adhere to parents' request and value their program choice. For the 2013-2014 school year, the parents selection of the three programs the DOE offers ELLs is as follows: 22% Dual Language; 11% TBE; and 66% ESL. The 11% of parents who chose the TBE program is made up of different languages such as Chinese, Spanish and Bengali. The program models offered at P.S 7 are 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])?

The following is a description of how instruction is delivered.

We currently have five self-contained ESL classes in Kindergarten, four in first grade, four in second grade and one self-contained ESL class in third grade. At the present, there is one ESL push-in class in Kindergarten, four in first grade, three in second grade and one ESL push-in class in third grade. The staff at P.S. 7 uses the ReadyGen curriculum which was created to address the ELA Common Core Standards. P.S. 7 follows a balanced literacy organizational model. Literacy instruction is subdivided into the following components: Reading, Writing, Read Aloud, Shared Reading, Shared Writing, Interactive Writing and Word Work. All four language modalities, listening, speaking, reading and writing, are addressed through this model. Guided reading and strategy lessons are utilized to differentiate instruction and meet the individual needs of learners. Instruction is driven by the Common Core State Standards. The units of study, along with assessments, are provided by the ReadyGen Common Core program. With regard to word study, teachers follow the ReadyGen phonics kit along with phonics lessons. There is a daily schedule to ensure that all components of balanced literacy are being addressed. The ReadyGen Reading workshop time begins when the teacher reads the anchor text to build understanding. The teacher reads the text to the students. This is followed by a second read. During which the class discusses the vocabulary words and the teacher provides scaffolded instruction to our ELLs. This is followed by a focused reading portion of the lesson and independent reading practice. The class is then divided for small group instruction and independent reading. They continue the lesson by doing the focused reading instruction, text based conversation, team talk, and reading analysis. During the independent reading practice, the students write in response to their reading in a reader's/writer's journal. Also during this time, the teacher works with a small group of students followed by a reading wrap-up and a reading analysis of the anchor or supporting text. Scaffolded instruction and checking students' progress occurs daily. ReadyGen provides teachers with scaffolded instruction for ELLs during the close reading portion, small group and independent writing practice sections of the lesson. The writing workshop begins by discussing the various aspects of story/text writing, elements, followed by writing conventions, independent writing practice, and a writing wrap-up. The academic intervention is provided through the Response to Intervention program (RTI) which is designed to prevent a special education referral. Individual and small group work instruction promotes academic achievement in comprehension skills. Long and short term goals are set through the Inquiry Team. Support is provided across content areas during extended day. Instruction is differentiated with the use of scaffolding, extensive modeling, and one on one tutoring. Teachers work to build new experiences using visuals, realia, and pairing newcomers with buddies who speak the same language. Formative, summative assessments and student portfolios are completed. Language Acquisition Checklists are used to drive content area instruction as well as language development. Teachers provide scaffolding at different levels. Teachers confer with students on a daily basis in order to improve their reading and writing skills. Students are assessed in reading using the ReadyGen ongoing daily assessments. The students are grouped to participate in guided reading and strategy lessons in order to improve their reading levels. Students in Kindergarten through second grade are assessed in writing every three weeks using the ReadyGen performance-based assessment. The students in third grade are assessed in writing every four and a half weeks using the ReadyGen performance-based assessment. We have push-in (co-teaching) services in ESL which are provided according to CR-Part 154 based on the LAB-R and NYSESLAT scores through the push-in model. At risk students are targeted and receive intervention services. The AIS teachers use the Wright Group Reading Intervention Program. AIS teachers meet with at-risk students three times per week in an effort to close the achievement gap. In addition, other intervention and enrichment services include extended day, and after school programs to help students meet and exceed the standards. The following is a description of how instruction is delivered in all programs: General Education, Dual Language, ESL self-contained and Special Education Programs at P.S 7:

Instructional Practice

Kindergarten

ReadyGen Workshop (Following the scope and sequence of ReadyGen)

- Close Reading Workshop –Following the scope and sequence of ReadyGen
- Writing Workshop – Following the scope and sequence of ReadyGen
- Word Work Integrated – Following the scope and sequence of ReadyGen

- Read Aloud – Read Aloud following the ReadyGen program. Storytelling and dramatization can be incorporated to enhance the understanding of the read aloud.
 - Small group instruction – Based on the needs of the students. Can consist of guided reading, strategy lessons, shared reading, word work, read aloud, shared writing, story telling, and dramatization
- Shared / Interactive Writing – Daily for approximately 10-15 minutes, and can be incorporated within other times of the day, for example, during morning routines, writing, math workshop, science and social studies. The shared/interactive writing is planned with a purpose (teaching point).
- Shared Reading – Daily for a minimum of 20 minutes. The shared reading is planned with a purpose (teaching point). Storytelling and dramatization can be incorporated to enhance the understanding of the shared reading.
- Read Aloud – The read alouds are interactive read alouds with accountable talk (approximately 20 minutes). The read aloud is planned with a purpose (teaching point). The book is on grade level or above. Storytelling and dramatization may be incorporated to enhance the understanding of the read aloud.
- Word Work - 30 minutes daily using the ReadyGen Phonics Kit.
- Math Workshop – Go Math - 45 minute workshop. Instruction is differentiated based on the needs of the students (small group instruction).
- Science – One 45 minute period per week by a cluster teacher, and two 45 minute periods per week by the classroom teacher. Instruction is differentiate based on the needs of the students (small group instruction).
- Social Studies – Two 45-minute periods by the classroom teacher (even if you have a Social Studies cluster). Instruction is differentiate based on the needs of the students (small group instruction). Enrichment activities are incorporated such as arts and crafts, storytelling, reader’s theatre, dance and movement, and aligned to the curriculum. The lesson is planned and purposeful. It is posted on the Flow of the day with the activity.

First Grade

ReadyGen Workshop (Following the scope and sequence of ReadyGen)

- Close Reading Workshop –Following the scope and sequence of ReadyGen
- Writing Workshop – Following the scope and sequence of ReadyGen
- Work Work Integrated – Following the scope and sequence of ReadyGen
- Read Aloud – Read Aloud following the ReadyGen program. Storytelling and dramatization may be incorporated to enhance the understanding of the read aloud.
- Small group instruction – Based on the needs of the students. Instruction may consist of guided reading, strategy lessons, shared reading, word work, read alouds, shared writing, story telling, and dramatization

Shared / Interactive Writing – Daily for approximately 10-15 minutes, and may be incorporated within other times of the day, for example, during morning routines, writing, math workshop, science and social studies. The shared/interactive writing is planned with a purpose (teaching point).

Shared Reading – Daily for a minimum of 20 minutes. The shared reading is planned with a purpose (teaching point). Storytelling and dramatization may be incorporated to enhance the understanding of the shared reading.

Read Aloud – The read alouds are interactive read alouds with accountable talk (approximately 20 minutes). The read alouds are planned with a purpose (teaching point). The book is on grade level or above. Storytelling and dramatization may be incorporated to enhance the understanding of the read aloud.

Word Work – 30 minutes daily using the ReadyGen Phonics Kit

Math Workshop – Go Math: 60 minute workshop. Instruction is differentiated based on the needs of the students (small group instruction).

Science – One 45 minute period per week by a cluster teacher, and two 45 minute periods per week by the classroom teacher. Instruction is differentiated based on the needs of the students (small group instruction).

Social Studies – Two 45-minute periods by the classroom teacher (even if you have a Social Studies cluster). Instruction is differentiated based on the needs of the students (small group instruction).). Enrichment activities may be incorporated such as arts and crafts, storytelling, reader’s theatre, dance and movement, and aligned to the curriculum. The lesson is planned and purposeful. It is posted on the Flow of the day with the activity.

Instructional Practice

Second Grade

September – June

ReadyGen Workshop (Following the scope and sequence of ReadyGen)

- Close Reading Workshop –Following the scope and sequence of ReadyGen

- Writing Workshop – Following the scope and sequence of ReadyGen
 - Word Work Integrated – Following the scope and sequence of ReadyGen
 - Read Aloud – Read Aloud following the ReadyGen program. Storytelling and dramatization may be incorporated to enhance the understanding of the read aloud.
 - Small group instruction – Based on the needs of the students. Instruction may consist of guided reading, strategy lessons, shared reading, word work, read aloud, shared writing, story telling, and dramatization
- Shared / Interactive Writing – Daily for approximately 10-15 minutes, and may be incorporated within other times of the day, for example, during morning routines, writing, math workshop, science and social studies. The shared/interactive writing is planned with a purpose (teaching point).
- Shared Reading – Daily for a minimum of 20 minutes. The shared reading is planned with a purpose (teaching point).
Storytelling and dramatization may be incorporated to enhance the understanding of the shared reading.
- Read Aloud – The read alouds are interactive read alouds with accountable talk (approximately 20 minutes). The read aloud is planned with a purpose (teaching point). The book is on grade level or above. Storytelling and dramatization may be incorporated to enhance the understanding of the read aloud.
- Word Work – 30 minutes daily using the ReadyGen Phonics Kit
- Math Workshop – Go Math Daily - 60 minute workshop. Instruction is differentiated based on the needs of the students (small group instruction).
- Science – Two 45 minute periods per week by a cluster teacher, and one 45 minute period per week by the classroom teacher.
Instruction is differentiated based on the needs of the students (small group instruction).
- Social Studies – Two 45-minute periods by the classroom teacher and one 45 minute period by a cluster teacher. Instruction is differentiated based on the needs of the students (small group instruction). Enrichment activities may be incorporated such as arts and crafts, storytelling, reader’s theatre, dance and movement, and aligned to the curriculum. The lesson is planned and purposeful. It is posted on the Flow of the day with the activity.

Instructional Practice

Third Grade

ReadyGen Workshop (Following the scope and sequence of ReadyGen)

- Close Reading Workshop –Following the scope and sequence of ReadyGen
- Writing Workshop – Following the scope and sequence of ReadyGen
- Word Work Integrated – Following the scope and sequence of ReadyGen
- Read Aloud – Read Aloud following the ReadyGen program. Storytelling and dramatization may be incorporated to enhance the understanding of the read aloud.
- Small group instruction – Based on the needs of the students. Instruction may consist of guided reading, strategy lessons, shared reading, word work, read aloud, shared writing, story telling, and dramatization

Shared Reading – Based on the needs of the students, particularly English Language Learners, Special Education students, and those who are reading below grade level. It is done in small group. The shared reading is planned and with a purpose (teaching point).

Shared / Interactive Writing Based on the needs of the students, particularly English Language Learners, Special Education students, and those who are reading below grade level. It is done in small group. The shared/interactive writing is planned and with a purpose (teaching point).

Read Aloud – The read alouds are interactive read alouds with accountable talk (approximately 20 minutes). The read aloud is planned with a purpose (teaching point). The book is on grade level or above. Storytelling and dramatization may be incorporated to enhance the understanding of the read aloud.

Word Work – 30 minutes weekly using the ReadyGen Phonics Kit. Also, based on the needs of the students, particularly English Language Learners, Special Education students, and those who are reading below grade level. It is done in small group.

Math Workshop – Go Math: 75 minute workshop. Instruction is differentiated based on the needs of the students (small group instruction).

Science – Two 45 minute periods per week by a cluster teacher, and two 45 minute periods per week by the classroom teacher.
Instruction is differentiated based on the needs of the students (small group instruction).

Social Studies – Three 45-minute periods by the classroom teacher and/or by the by the Social Studies cluster. Enrichment activities may be incorporated such as arts and crafts, storytelling, reader’s theatre, dance and movement, and aligned to the curriculum. The lesson is planned and purposeful. It is posted on the Flow of the day with the activity.

- 1a. The organizational models at P.S 7 are: ESL Push-In, Self-Contained ESL, and Collaborative Team Teaching.
1b. Our program models are heterogeneously grouped.

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)?

The organization of our staff ensures that the mandated number of instructional minutes is provided for all ELLs according to CR Part 154. The Dual Language teachers are certified in Common Branch, Bilingual Extension and/or ESL and these classes function as Self Contained ESL. We have three certified ESL teachers who push in to work collaboratively with the classroom teacher according to the class organization for either 360 minutes or 180 minutes per week. The Self-Contained ESL classes are taught by teachers who hold dual certification in Common Branch and ESL. Students receive the mandated number of units of support for ELLs as per New York State CR Part-154. All ELLs are grouped in classes according to mandated number of minutes.

a. Students in the Free Standing English as a Second Language program receive all instruction in English. The New York State Commissioner's Regulations Part 154 determines how many units of ESL instruction each student should receive according to his or her English proficiency level as measured by the Language Assessment Battery-Revised (LAB-R) and/or the New York State English as a Second Language Achievement Test (NYSESLAT).

- All students are provided with high-quality instruction in English as a Second Language utilizing scaffolding strategies in the delivery of each lesson.
- Beginning and intermediate students receive 360 minutes of ESL instruction per week. One period of instruction per day is specifically focused on ESL, and the second period uses ESL methodologies within the content areas.
- Advanced students receive 180 minutes of ESL instruction per week within the content areas.
- Instruction is differentiated and scaffolded to ensure academic success.
- The workshop model of instruction is used in order to provide opportunities for utilizing specific second language teaching methodologies.
- ESL teachers deliver the ESL instruction through a push-in co-teaching model during a 90-minute literacy block, i.e. ReadyGen Writing/Reading Workshops, Word Work, Ready Gen Phonics, Shared Reading, Shared Writing, and Read Aloud.
- There are five self-contained ESL classes in Kindergarten, four in first grade, four in second grade, and one third grade ESL self-contained class.
- The composition of classes in P.S. 7 determines the variety of programs set in place at the school. P.S. 7 has 49 classes with a total number of 1117 students. Self-contained ESL classes constitute about 29 % of all classes. Classes are heterogeneously grouped. In grades K-3, students receive single or double periods of ESL instruction as mandated. All ELL students are grouped within the classes according to their language proficiency levels to meet their specific instructional needs. All students in the Dual Language program develop their second-language skills while learning content knowledge in both languages. Content area instruction is taught separately, one day by the cluster teacher in English and the next day by the Spanish Dual Language teacher.

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.

Delivery of content area instruction is dependent upon the program model.

Dual Language Program

P.S. 7's is developmental, and language-enriched. Four certified teachers (one in kindergarten, one in first grade, one in second grade and one in third grade) work to instruct the students in two languages (English/Spanish). English proficient and native language proficient students are paired to receive instruction in two languages. These classes are heterogeneously grouped. We are implementing the 50:50 model in which the students selected are 50% English speakers from different countries and the other 50% are native Spanish speakers. Content area instruction is taught separately, one day by the cluster teacher in English and the next day by the Dual Language teacher in Spanish. Our Dual Language program promotes bilingualism, multiculturalism, and bi-literacy for our children. All Dual Language classes are self-contained. All students in the Dual Language program develop their second-language skills while learning content knowledge in both languages and as emergent literacy is taught simultaneously. The goals for students in both language groups of the Dual Language program are as follows.

- Meet or exceed the Common Core State standards.
- Maintain, strengthen, and enrich mastery of their native language.

- Develop proficiency in their second language.
- Develop positive cross-cultural attitudes, behaviors, and skills that will enable students to function in a global society.
- Support the acquisition of increased self-esteem.
- This program promotes bilingualism, multiculturalism, and bi-literacy for our children.
- Small Group Instruction – Daily with various groups within the reading, writing and math workshops. This may consist of guided reading, strategy lessons, shared reading, word work, read aloud, shared writing, story telling, and dramatization. At this time ELLs receive small group instruction, one-on-one conferences, partner reading, etc.
- Content area instruction in Kindergarten and across the grades is delivered using ESL methodologies such as scaffolding, realia, TPR, hands on, etc.

• Content area in Kindergarten

Science – one 45 minute period per week by a cluster teacher, and two 45 minute periods per week by the classroom teacher.

- Social Studies - Three periods a week either by the classroom teacher or a cluster teacher.
- Math Workshop - Go Math: 45 minutes workshop. Differentiation of instruction is based on the needs of the students (small group instruction.)

• Content area in First Grade

Math Workshop – Go Math: 60 minutes workshop. Differentiation of instruction is based on the needs of the students (small group instruction)

- Science – One 45 minute period per week by a cluster teacher, and two 45 minute periods per week by the classroom teacher.
- Social Studies - Three periods a week either by the classroom teacher or a cluster teacher.

• Content area in Second Grade

Math Workshop – Go Math daily - 60 minute workshop. Differentiation of instruction is based on the needs of the students. (small group instructio).

- Science – Two 45 minute periods per week by a cluster teacher, and one 45 minute period per week by the classroom teacher.
- Social Studies - Three periods a week either by the classroom teacher or a cluster teacher.

Content area in Third Grade

Math Workshop - Go Math: 75 minute workshop. Differentiation of instruction is based on the needs of the students (small group instruction).

Science - Two 45 minute periods per week by a cluster teacher and two 45 minute periods per week by the classroom teacher.

Social Studies - Four periods a week either by the classroom teacher or a cluster teacher.

•The instruction will be differentiated for beginner, intermediate, and advanced students with the use of scaffolding, extensive modeling, and other ESL strategies. These strategies may include activating prior knowledge, making connections to experiences, building new knowledge, using visuals and realia. Teachers will provide scaffolding at different levels, such as teacher-centered activities, interactive and shared activities, as well as students' independent and small group work supported by teacher conferences. Students are expected to build academic skills in their first language and eventually transfer these skills to the second language. English Language Learners and English Proficient (EP) students are linguistically integrated for all content area instruction. These students are also expected to comprehend, speak, read, and write in both languages upon their completion of the Dual Language program. The P.S. 7 community recognizes that the above model must be applied coherently. With this focus, P.S. 7 develops and implements its own Language Allocation Strategies which align with regional goals and are shared with feeder schools to ensure coherency in the future. Every stakeholder shares the responsibility of understanding and articulating the Language Allocation Strategies in order for it to be meaningful and valued in the school community. Parents play a particularly important role in this process.

The Free Standing English as a Second Language (ESL) Program

Students in the Free Standing English as a Second Language program receive all instruction in English.

• Educational programs for ELLs embody challenging content and well-developed learning strategies that prepare ELLs to think critically, solve problems, and communicate in the language of instruction. In order to accomplish this goal, programs for ELLs at P.S.7 focus on several key principles:

- All ELLs are provided with standard-based instruction in both content and literacy areas aligned to Common Core Learning Standards.
- The literacy instructional component is delivered through instruction in English Language Arts and English as a Second Language.
- Small Group Instruction – Daily with various groups within the reading, writing and math workshops. This may consist of guided reading, strategy lessons, shared reading, word work, read aloud, shared writing, story telling, and dramatization. At this

time ELLs receive small group instruction, one-on-one conferences, partner reading, etc.

- Content area in Kindergarten and across the grades is delivered using ESL methodologies such as scaffolding, realia, TPR, hands on, etc.

- o Math Workshop - Go Math: 45 minute workshop. Differentiation of instruction is based on the needs of the students (small group instruction).

- o Science – one 45 minute period per week by a cluster teacher and two 45 minute periods per week by the classroom teacher.

- o Social Studies - Three periods a week by either the classroom teacher or a cluster teacher.

- Content area in First Grade

- o Math Workshop – Go Math: 60 minutes workshop. Differentiate instruction based on the needs of the students (small group instruction).

- o Science – One 45 minute period per week by a cluster teacher and two 45 minute periods per week by the classroom teacher.

- o Social Studies - Three periods a week by either the classroom teacher or a cluster teacher.

- Content area in Second Grade

- o Math Workshop – Go Math Daily - 60 minute workshop. Differentiate instruction based on the needs of the students (small group instruction).

- o Science – Two 45 minute periods per week by a cluster teacher and one 45 minute period per week by the classroom teacher.

- o Social Studies - Three periods a week by either the classroom teacher or a cluster teacher.

- Content area in Third Grade

- o Math Workshop –Go Math: 75 minute workshop. Differentiate instruction based on the needs of the students (small group instruction).

- o Science – Two 45 minute periods per week by a cluster teacher and two 45 minute periods per week by the classroom teacher.

- o Social Studies - Four periods a week by either the classroom teacher or a cluster teacher.

- The instruction will be differentiated for beginner, intermediate, and advanced students with the use of scaffolding, extensive modeling, and other ESL strategies. These strategies may include activating prior knowledge, making connections to experiences, building new knowledge, using visuals and realia. Teachers will provide scaffolding at different levels, such as teacher-centered activities, interactive and shared activities, and students' independent and small group work supported by teacher conferences.

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

In order to ensure that ELLs are appropriately evaluated in their native language we have purchased the Fountas and Pinnell Reading Evaluation System in Spanish (Sistema de Evaluacion de la Lectura) for all the Dual Language classes from the Houghton Mifflin Company. The Sistema de Evaluacion de la Lectura has non-fiction texts in addition to fiction texts. After analyzing the Spanish running records the students are grouped for guided reading lessons in order to move to the next reading level in Spanish. Students are also evaluated using El Sol assessment, which is then analyzed and used to differentiate instruction through the grouping of students. In addition, the 3rd grade Dual Language students take the Examen de Lectura en Español (ELE).

5. **How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?**

Listening is emphasized through the use of: Interactive Read Aloud, The share portion of each workshop, listening centers, books on tape, teacher and student conferencing, retelling of stories, and during turn and talk. Students also have the opportunity to meet the performance standard in listening by dramatizing stories during shared reading/writing. Services in ESL are provided according to CR Part 154 based on LAB-R and NYSESLAT scores through the push-in model.

Speaking is emphasized through: Storytelling and dramatization, mimicking, comparing and contrasting, review of common vocabulary, and the use of realia and visuals to support conversation and activate prior knowledge. During Interactive Read Aloud the students have the opportunity to turn and talk to discuss the book being read by the teacher. In addition, students practice speaking during shared reading and writing. Listening centers enable the students to talk about books by: telling how a character feels/changes, predicting, inferring, summarizing, as well as comparing and contrasting characters. The students also have the opportunity to turn and talk to practice speaking skills. Services in ESL are provided according to CR Part 154 based on LAB-R and NYSESLAT scores through the push-in model. The ReadyGen reading curriculum has differentiation of instruction for ELLs. Students in first, second and third grade are assessed in reading five times a year using the Running Records. The students in Kindergarten are assessed four times a year using the Running Records. After the data has been analyzed the students are provided with small group instruction such as: guided reading, and strategy lessons. In addition students receive differentiated instruction with the use of scaffolding techniques at different levels, ESL strategies in small groups and extra support during the extended day, and after school Title III program. Students are assessed using student portfolios, formative and summative

assessment, Language Acquisition and Reading Checklists in order to drive content area instruction as well as language development. Services in ESL are provided according to CR Part 154 based on LAB-R and NYSESLAT scores through the push-in model. The ReadyGen writing curriculum has differentiated instruction for ELLs. During writing the students have the opportunity to write daily about what they read during the reading workshop. Students receive instruction through interactive and shared writing, clear and concise modeling is provided. Kindergarten through second grade students are assessed every three weeks using the performance-based assessment. Third grade students are assessed in writing every four and a half weeks. After the data has been analyzed, teachers create writing strategy groups in order improve students' writing skills. Services in ESL are provided according to CR Part 154 based on LAB-R and NYSESLAT scores through the push-in model.

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. Currently we have no SIFE students.

b. All ELLs are provided with the Common Core Learning Standard instruction in both content and literacy areas.

- The language arts instructional component is delivered using instruction in English with the use of ESL methodologies.
- Instruction is differentiated for beginner, intermediate, and advanced students with the use of scaffolding, extensive modeling, and other ESL strategies. These strategies may include activating prior knowledge, building new experiences, using visuals and realia.

realia.

• Teachers provide scaffolding at different levels during the second read of ReadyGen reading workshop, and during the writing workshop.

• The P.S. 7 administration and teaching staff will meet the individual needs of different categories of ELLs coming to this school.

• Newcomers receive support in their native language. Teachers provide an anxiety-free environment by pairing newcomers with buddies who speak the same language or help them learn English through interpersonal communication and after school Title III program.

program.

• Students who exit from the ESL program receive additional support through a transition program that will help them maintain proficiency in the English language.

c. Our plan for ELLs receiving services for 4 to 6 years is the same as above. These students participate in Inquiry Team groups and receive individualized/small group instruction by classroom, after school Title III program and ESL teachers.

d. We do not have long-term ELLs that have completed 6 years. We are a K - 3 school.

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?

ELL students with disabilities whose IEP recommends ESL or bilingual instruction are provided with an instructional plan which adheres to the IEP mandates. Short and long term goals are adhered to. Well equipped literacy centers, leveled libraries, differentiated instruction, small group instruction with the use of scaffolding techniques at different levels as well as extensive modeling are provided. Language Acquisition Checklists are used to drive content area instruction as well as language development. ReadyGen Reading and Writing units includes skills such as: reading comprehension, retelling of a story using key details, main idea, graphic organizers, writing about reading, writing about reading the sequence of a story and character development to mention a few. Students are assessed in reading and writing using the ReadyGen performance-based assessment. After the data has been analyzed students are grouped for guided reading, and small group instruction in order to individualize instruction to improve their reading levels. In order to group students during writing, Kindergarten and second grade students are assessed every three weeks. Third grade students are assessed every four and a half weeks. After analyzing the data students are provided individualized instruction. Special education teachers use the promethean board in order to promote students active participation. Services in ESL are provided according to CR-Part 154 based on LAB- R and NYSESLAT scores through the push-in model during content area instruction in order to accelerate English language development. ESL-SWDs teachers develop Tier II vocabulary and sentence structure.

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?

P.S. 7 differentiates instruction, adapts curriculum and uses a flexible schedule to meet the needs of ELL-SWDs within the least

restrictive environment. Additionally ESL services are provided through the push-in model.

Courses Taught in Languages Other than English 

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

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

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

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

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

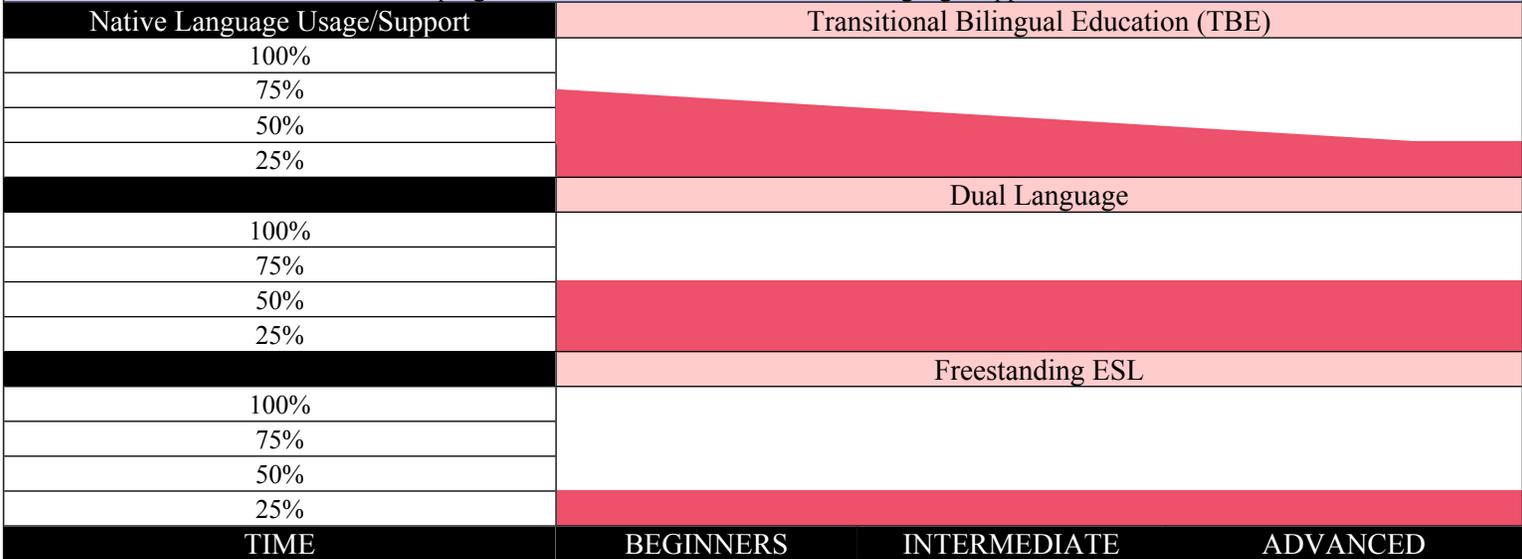
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	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.

The academic intervention program utilized at P.S. 7 includes: The Wright Group Early Reading Intervention Program. The Response to Intervention (RtI) program is a three-tier program aimed at closing the achievement gap for our At-Risk learners. AIS and ESL teachers work with students in a small group setting utilizing the Wright Group Intervention program in an effort to increase students' literacy skills. The extended day and Title III after-school programs offered at P.S. 7 are aimed at helping students meet and exceed the NYS Common Core Learning Standards in literacy and math. Teacher Teams are developed to provide students in all grades with small group instruction, focusing on various aspects of reading, writing, math and science. Academic Intervention support staff work with first, second and third grade students during the school day. They work with At-Risk students in small groups or individually based upon student assessment and consultation with the classroom teacher. Title III after school, ELA, ESL and math is provided to first, second and third grade students. During the spring, the Kindergarteners are provided with an Early bird program in ELA and ESL. Students will be taught individually and in small groups in order to assist them in building basic language skills in listening, speaking, reading and writing. Extended day is geared towards At-Risk students. It reinforces and reviews strategies and skills taught in the classroom to improve academic performance through one-on-one and small group instruction. Guidance counseling addresses emotional, social and behavioral needs/weaknesses in order to improve student achievement. This is facilitated in each grade level, one-on-one and in small groups during the school day. At-Risk services are provided by Guidance Counselors on an as-needed basis. The occupational therapist and physical therapist meet with students during the school day individually in order to meet their needs as specified on each child's IEP. At-Risk's speech is offered to students in grades K-3 during the school day individually and in small groups to meet the needs specified on each child's IEP. At-Risk - ELL students designated At-Risk participate in the Response to Intervention (RtI) Program. This program provides high quality intervention to our At-Risk students. In order to promote academic achievement in reading, the RtI team members were carefully selected in order to include a range of experts. The RtI team consists of: The principal, Assistant Principals, AIS teachers, ESL teachers, the bilingual school psychologist, Guidance Counselor and the Literacy Staff Developer. At risk students are more than a year behind in reading. The students' needs and strengths are tested using the TC assessment Pro and the running records. We are also using the ELA pre-assessment. The intervention program being used is the Wright Group Reading Intervention Program. Once students have been placed in the RtI Tier II Intervention program, the AIS teachers will pull out five at risk students five times a week for thirty minutes each session for a total of six weeks. The intervention will target the specific reading needs of the students. The RtI team meets weekly to discuss progress and modifications to the intervention. At the end of six weeks the RtI team determines whether each child needs a more extensive intervention program or has made sufficient progress. If it is determined that the students need a more extensive intervention program then the student will be placed into the RtI Tier III Intervention plan. Students placed in Tier III participate in a daily 45 minute session in groups of three children. These sessions take place for an additional six weeks of intensive intervention. In addition, at risk students are part of a Teacher Team. As part of the Teacher Team the students are assessed to determine the type of differentiated instruction needed. S.M.A.R.T goals are developed for each skill and sub-skill. Short and long term goals are also developed. As part of the Teacher Team, the students are exposed to differentiated instruction with the use of scaffolding techniques, and ESL methodologies such as: using visuals, realia, and pairing new comers with buddies who speak the same language. Teachers confer with students on a daily basis in order to improve their reading and writing skills. Students are assessed in reading using the Running Records and based on the data students are grouped into guided reading in order to improve their reading and writing level. Services in ESL are provided according to CR-Part 154 based on the LAB-R and NYSESLAT scores through the push-in model.

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

As of September 2013, we began ReadyGen, a new literacy program designed to meet the ELA Common Core Standards. The program comes with a scaffolded strategies handbook, which provides research proven scaffolds for English Language Learners. The program has several scaffolded strategies offered for each unit in order to help unlock rigorous text. ELLs are provided with a preview and review of key vocabulary in order to improve comprehension when the students are exposed to the words in context. As part of the program, when applicable Spanish cognates are provided for English vocabulary words in order to support English Language Learners whose first language is Spanish. ELLs are provided with scaffolds such as visuals to help demonstrate meaning of the story, and graphic organizers to help organize thoughts. Additionally, ELLs are paired with peers who speak the

same language. Students are exposed to content that will be addressed in the books by activating prior knowledge and engaging students in hands on experiences related to the content.

In order to determine if the current program is successful we have several forms of assessment in place to assess both literacy development and language development. Teachers currently use information from the NYSESLAT and LAB-R to gain information about the ELLs ability in the four modalities. Additionally, teachers use a language acquisition checklist to monitor progress in language development. In order to monitor progress in literacy we assess students five times a year using TC running records (kindergartners are assessed 4 times a year). We also administered the NYC ELA performance assessment writing prompt. The writing was analyzed according to the seven traits assessed on the rubric. These assessments are used to determine needs of the ELLs and form decisions for instruction. All teachers use informal checklists and conference notes as a form of ongoing daily formative assessment.

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

We are continuing all the programs from the previous year.

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

None of our programs/services for ELLs will be discontinued.

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

P. S 7 is committed to ensuring that ELL students are provided opportunities to achieve the same educational goals and standards as the general keep population. ELL students are afforded equal access to all school programs. Parents of ELL students are notified of the Title III after school program in Literacy, Math and ESL. Intensive content area language instruction is provided through ESL methodologies and strategies within the ReadyGen curriculum, which includes scaffolding instruction for ELLs. The instruction for all programs is provided in a small group setting. Instruction is differentiated with the use of scaffolding at different levels. Teachers build new experiences using visuals and realia. Teachers will use Language Acquisition Checklists, extensive modeling and other ESL strategies to drive content area instruction as well as language development. Skills such as retelling of the story, compare and contrast, summarizing questioning, predicting and main idea are practiced through such instruction. Prior knowledge is activated through questioning techniques. During daily ReadyGen program the students have opportunities to turn and talk to their partners about topics such as how a character feels, how a character changes, retelling the story, inferring and questioning. The teachers working in the literacy, math and ESL after school program are mastered and fully certified. Spotlight on English in grades 1 and 2 is currently in use in our ESL after school program. This program provides systematic, strategic and intensive instruction in phonological and phonemic awareness, phonics, vocabulary, comprehension, fluency and writing. The after school math program incorporates vocabulary development through the introduction and use of mathematical sight words and terminology. Oral language development is enhanced through the practice of problem solving and the sharing of strategies used to solve math questions. Reading and writing skills will also be improved as students strategize and solve problems based on the Common Core State Standards. The goals of this program include: Increasing the use of manipulatives and games to enhance problem solving skills, collecting math data to provide more small group partner work, increasing higher order thinking skills through the use of read aloud with accountable talk and problem solving. The use of laptops with visual clues to help students understand and interpret word problems through interactive smartboards. As a school recognized for implementing technology, we have found that the computer is a supplemental teaching tool that can facilitate learning in a variety of ways. It plays an integral part in providing ELL students with valuable language experiences as they learn a new language. Laptops for the students, scanners, promethean boards are used to enhance ESL instruction. Laptops are used to write stories, internet research, podcasting, blogging. Scanners are used to scan stories and lessons onto the Promethean boards. The laptops will allow students to become active learners through the use of technology in a one-on-one environment and incorporated various learning strategies as well as accommodate a variety of learning styles. Laptops provide a rich, contextual environment for ELL students as they learn vocabulary in context along with visual clues to help them understand. Writing in a language that is still somewhat unfamiliar to students can be difficult and frustrating. However, using computer graphics can make students' writing experience much more enjoyable as it assists them in conveying their thoughts more clearly. To summarize the use of laptops in the after school programs has proven to be successful at PS7Q. The allocation of per session monies is to cover the after school program for teachers. Study groups are provided to enhance teachers' skills in ESL methodologies. The study group are provided by the in-house ESL staff developer. Per diem subs will be hired to cover ESL/Dual Language and Bilingual teachers when attending off site and in-house professional development for ELLs (DL conference, CFN PD, In-house PD with DL and Self-Contained ESL teachers). Secretaries assist in coordinating the after school program, entering attendance, writing letters to parents and entering per-session payroll for staff working these programs. Supervisors will be present to supervise instruction. For Title III ELL program budget please see Form TIII - A (1) (b).

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

At P.S. 7 technology plays a big role in the students' academic life. Teachers have been provided with Promethean boards and laptops to aid in the teaching of math, reading, writing, social studies, science and phonics. Activities are provided to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement are provided with timely and effective assistance. Programs such as; ReadyGen phonics kit, ReadyGen word work, Reduced Class Size, the extended school day, and an After School program are some of the reform strategies in use. The extended school day and after school programs help increase the amount and quality of learning time. All programs help meet the academic needs of students. In order to meet the needs of our at-risk students, programs such as the RtI, Counseling, Pupil Personnel Services, and Mentoring Services for teachers are in place. All teachers at P.S. 7 have been provided with technology programs such as Brain Pop, Brain Pop Jr., Brain Pop ESL, Learning A-Z, Raz-Kids (10 copies), Reading A-Z (50 copies). Administrators, lead teachers and staff developers, consistently model teaching strategies and learning process for specific grades.

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

Native language support is delivered in each program model as follows:

Dual Language - Students are expected to build academic skills in their first language and eventually transfer these skills to the second language. English Language Learners and English Proficient (EP) students are linguistically integrated for all content area instruction. These students are also expected to comprehend, speak, read, and write in their Native Language as well as in English upon their completion of the Dual Language program. ESL - All ELLs are provided with standard-based instruction in both content and literacy areas aligned to ESL, ELA, and NLA standards. Classrooms have libraries in a variety of students' home languages in order to support their native language.

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

All support services and resources students receive are age appropriate and correspond to both their grade and language proficiency level. In addition, instruction, resources and classroom materials are all aligned to the Common Core State Standards. In addition:

- * Fiction and non-fiction classroom libraries will continue to be increased in order to infuse opportunities for ESL students to read and respond to a combination of narrative and informational texts. Reading about a variety of topics across genres allows ELLs the opportunity to learn new vocabulary, retell what was read, and respond orally to questions and talking prompts at home and in the classroom.

- * Teachers will assess student's oral language development during partner talk and team talk portions of the daily Ready Gen Lessons. Teacher created skill-based checklists will be used to determine students' vocabulary, oral language and literacy skill levels which corresponds to ELLs' ages and grade levels.

- * ELLs will be engaged in shared reading, Interactive read aloud and discussion activities to enable them to share their ideas in a safe environment with their peers and teachers.

- * Teachers College running records are administered to all Kindergarten students four times per year (November, January, March and May) and grades First through third grade students five times per year, (September, November, January, March and May) to evaluate not only students decoding and comprehension levels but their ability to discuss what was read in a meaningful way.

- * ELLs will engage in multiple daily conversations during content area lessons through the use of interactive read aloud, shared reading, and shared interactive writing.

- * Students will be assessed using the English language acquisition checklist on an ongoing basis.

- * Teachers will use the Ready Gen units, read alouds, shared reading and shared writing to create lessons and differentiate instruction to help students achieve the speaking and listening components of the CCLS and to ready them for the CCLS task.

- * Based on teacher conference notes and recommendations, ELLs in need of further language development will participate in the 37 ½ Minute Extended Day program and /or literacy and ESL after school programs. These programs will work to reinforce the skills needed to succeed in the classroom and on the CCLS task.

- * At risk ELLs in reading will participate in the Response to Intervention (RtI) which will target students' individual needs to increase their reading levels as they increase their vocabulary development and discuss text. Such discussions will help reinforce English proficiency.

- * Teachers will continue to receive monthly literacy professional development to enhance their understanding of ESL methodologies. To increase higher order of thinking skills, such professional development will include ways in which students can communicate their use of reasoning along with the use of higher order questioning techniques through interactive writing, interactive read aloud, and shared reading with accountable talk. Professional development will also include an exploration of the CCLS in an effort to differentiate instruction based on these rubrics and students language needs.

- * In-house Professional Development will be given to teachers and staff including one on-one-support from supervisors as

evidenced by PD agendas and attendance. Such PD will include volunteer lunch and learn, study groups and intra/inter-visitation. This is done in an effort to differentiate instruction in order to enhance ELLs language proficiency.

* Teachers will participate in various study groups. Teachers will be provided with an ESL course book to study and reflect upon. Weekly meetings will be held to share the information learned as they discuss how such techniques and reasoning can be applied within the classroom.

Classroom visits by the principal, assistant principals, and coach using walkthrough checklists and the Enhancing Professional Framework for Teaching by Charlotte Danielson will provide feedback to all teachers on how to further improve instruction, in an effort to increase students' ability to communicate orally. Formal and informal observations allow the supervisory staff to provide immediate feedback to our teachers regarding their strengths as well as areas of improvement in an effort to improve classroom instruction for all.

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.

In May of each year, we provide an orientation for parents of incoming Kindergarten students. At this orientation, parents are informed of all three programs the Department of Education offers English Language Learners and informs parents of other services

provided to students with special needs. In addition, we inform the parents about uniforms, lunch forms, emergency cards, first day of school and other important dates of the year.

18. What language electives are offered to ELLs?

At present, we do not have any language electives in our school.

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)?

a. English Proficient and English Language Learners receive equal amount of time in the target language in each grade. The teachers use the roller coaster instructional approach, which allows the students to receive an equal amount of instructional days in each language (Spanish/English).

b. EPs and ELLs are integrated for 100% of the instructional day. Students alternate each day between English and Spanish instruction. Content area instruction is taught separately, one day by the cluster teacher in English and the next day by the Spanish dual language teacher.

c. The students are not separated for language instruction. English proficient and native language proficient students are paired to receive instruction in two languages. These classes are heterogeneously grouped. We are implementing the 50:50 model in which the students selected are 50% English speakers from different countries and the other 50% are native Spanish speakers. The teachers use the roller coaster instructional approach, which allows the students to receive content area instruction such as math, social studies, and science in each language (English/Spanish).

d. At P.S 7 we use the self-contained Dual Language models. In Kindergarten through third grade we use the self-contained model.

- e. Emergent literacy is taught simultaneously.

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. Professional Development for teachers, assistant principals, literacy coach, paraprofessionals, guidance counselors, special education teachers, psychologists, OPTs, speech therapists, parent coordinator, and staff responsible for the delivery of instruction and services to English Language Learners are conducted throughout the school year. Records of meetings are maintained by sign-in sheets and agendas.

2. The following areas will be addressed during professional development meetings:

- Basic interpersonal communication skills (BICS) versus cognitive academic language proficiency (CALP).
- Language Acquisition Stages and checklist.
- ESL methodology and strategies using the ReadyGen curriculum.
- The importance of meaningful context-embedded tasks to support the language and cognitive needs of ELLs.
- Differentiated instruction to meet the individual needs of ELLs. (Focus on oral language development for beginners and intermediates.)
- Providing ELL readers with the support they need to take the ELA, NYSESLAT, Science, and Math exams.
- Cultural sensitivity toward ELL students coming from diverse ethnic backgrounds and the infusion of multicultural themes in

the school curriculum.

- Scaffolding and instructional strategies for teaching ELLs in all content areas.
- Strategies needed to prepare ELLs to meet city and state standards and provide teachers with a clear familiarity of ELA, NYSESLAT, CTB, and other examinations.
- Study groups will be conducted specific to the needs of ELL's focusing on literacy such as, Learning in a Second Language by Pauline Gibbons.
- Study groups on ELL training will be conducted for all staff members as per the Jose P. mandates for a minimum of 7.5 hours.

Some of the books that are/will be utilized are Amazing English Handbook by Teresa Walter, Balancing Reading and Language Learning by Mary Cappellini, and Scaffolding Language Scaffolding Learning by Pauline Gibbons. Dual Language Teaching and Learning in Two Languages by Sonia Soltero, The Young Child in Mathematics by Juanita Copley and Teaching Mathematics Through Problem Solving by Frank Lester and Randall Charles.

In-house Professional Development for new and experienced teachers consists of ReadyGen and writing workshop, Charlotte Danielson Framework for Teaching, Dual Language Curriculum meeting, several NYC ELA performance task, Data from ELA and Math assessment, CDFT Domain 1 and Domain 4, Measures of Students Learning (MOSL), Planning a lesson using CDFT, Ramapo Training, new teacher professional development, ReadyGen overview, NYCDOE new teacher evaluation and development system - Advance, and Expectations for Teacher Teams to mention a few.

- Using assessment tools such as a Language Acquisition Checklist.

3. Teachers receive a variety of support to assist ELLs as they transition from P.S. 7 into the fourth grade. Technology plays a big role in the students' academic life. Teachers have been provided with promethean boards and laptops to aid in the teaching of content areas, reading, writing, and phonics. Since technology plays a big in our school we purchased the Reading A-Z program, which correlates with the Common Core State Standards. Its focus is on reading comprehension that promotes development of higher-order thinking skills, instructional and assessment tools for phonics, phonological awareness, vocabulary, and fluency. In addition, Reading A-Z was designed for learners who demonstrate auditory and/or visual discrimination and/or memory problems when processing written or oral language. It encompasses the same three basic areas included in most good reading programs: decoding, writing, and comprehension. Various assessments are used within the classroom that provide teachers with the necessary tools to assess their students' academic needs. Staff development is provided to help teachers use these assessments to improve the achievement of individual students and the overall instructional programs. Assessments include running records, rubrics, checklists, Assessment Pro, portfolios, and teacher observations.

4. The administration ensures that all staff receives 7.5 hours of ELL training during staff development days, grade and faculty conferences, in-house differentiated professional development, and study groups. Records are maintained in a binder in the principals office. One of the professional activities that the staff received is Co-Teaching. In Co-Teaching the following activities were discussed: Independent reading and writing, shared reading, shared writing, interactive writing, read aloud, advantages of Co-

Teaching, differentiated instruction, and role playing. The administration ensures that all staff adheres to the above Co-Teaching model. Differentiation of Instruction for ESL students is an in-house ELL training workshop presented by two licensed ESL teachers, Ms. Dasrath and Ms. Santiago. The above workshop included how to scaffold and differentiate instruction, stages of language acquisition, activities related to the different stages of language acquisition and questioning techniques to ensure that each child understands what is being taught. The administration collects a language acquisition checklist from all teachers working with ELLs. The ESL Instruction Through Songs and Dance training session was presented by Ms. Landau, the Staff Developer. During this time skills utilizing vocabulary development, action words, descriptive words, shared reading, recognition of sight words, focus on beginning blends, diagraphs, and ending patterns were presented. This workshop also focused on the usage of language (words) to create axial and locomotor movements. Teachers were exposed to the use of action words, similes in poetry and dance journals. The ESL/Literacy Coach, Ms. Landau, who has various certifications such as Common Branch and an ESL, provides on going staff development throughout the school year. Staff development presentations provided by the literacy coach include: How to Teach Word Study to ELLs which consisted of basic phonics skills and activities allowing ELLs to use hands-on activities to create words and put words together. Another workshop given by Ms. Stylianou is a Dual Language Workshop which includes Rationale for Enrich Dual Language Education, and Effective Strategies to Promote Second Language Learning. In addition, we have study groups based on the following books: Balancing Reading and Language Learning, a Resource for Teaching English Language Learners, K-5 by Mary Cappellini, Literacy Instruction for English Language Learners which is Research Based by Nancy Cloud, Fred Genesee, and Else Hamayan, Dual Language: Teaching and Learning in Two Languages by Sonia Soltero, English Language Learner Day by Day, K-6 by Christina M. Celic. All teachers at P. S 7 have been provided with resource materials that they have been studying and using extensively for their classroom instruction. Administrators, lead teachers and staff developers, consistently model teaching strategies and learning process for specific grades.

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. Ongoing workshops are provided for parents in order to help them acquire the skills needed to assist their children in the development of print strategies and phonemic awareness, which are essential for student's success. The expertise of staff members including literacy, math, and technology experts will be utilized in workshop presentations. The ELL parents are also involved in Parent Association activities held at the school, such as picture day, family nights, and holiday celebrations. This year, we have a variety of nationalities represented on our School Leadership Team, and they are an involved and outspoken group. Parents of all grades have the opportunity to meet their child's teacher at "Meet the Teacher Night" held each September. During this forum parents learn how to help their child meet the standards in all curriculum areas. Parents of new admits across the grades are invited to the school and receive information regarding curriculum, instructional methods, student requirements, and parent support. P.S 7 holds orientation sessions for parents of new admits to ensure that parents can make informed and educated choices regarding the language services their children receive.
 - * Basic parent orientation materials are available in the dominant languages of the school's ELL population.
 - * All parents of ELLs are notified annually or as the need arises in the language of their preference about program choices available.The school has translators to help parents communicate in their native language with school personnel.
 - * The Parent Coordinator, Administration and Literacy Coach are active liaisons between the school and parents.
 - * Materials and notification letters are available in the preferred languages.
 - * The school provides translation/interpretation services to help parents communicate in their native language with school personnel.
 - * During registration we offer parent an individual orientation. The Home Language Identification survey is completed at time by a licensed pedagogue who determines the student home language. Once the home language is identified and it's determined that it is other than English, the parents watch the parental choice video. The video informs them of the three programs the Department of Education offers ELLs such as Free Standing English as a Second Language (ESL), the Transitional Bilingual Education and the Dual Language Programs. Soon after the students are tested by a licensed pedagogue who administers the LAB-R. Every interview is documented at the school. This orientation is ongoing as new students are registered. Because the state requires that ELLs be placed in the appropriate program within ten days of their enrollment, P.S. 7 ensure that students are placed in the appropriate setting based on the LAB-R results. After the interview is completed, the parents are informed of their child's eligibility for ESL services, and we collect the parental choice letter that indicates the parent's program choice for their child.
 - * Principal/Parent and Parent Association meetings are held monthly. School activities, Parent Workshops, Curricula, Instructional goals and activities are introduced and discussed during these meetings in order for parents to better understand the Units of Study and skills being taught in the classroom, ways in which parents can extend learning into the home, as well as upcoming activities in the school.
 - * Teachers and parents will participate in Family Literacy and Math Nights.
 - * Teachers and parents will participate in Meet the Teacher Night. At this venue parents will get to know their child's teacher as well as the units of study and skills to be learned. Classroom routines, student expectations and parental questions/concerns are addressed at this time.
 - * The School Leadership Team meets monthly in order for parents, teachers and administration to share ideas, goals, activities and concerns.
 - * Parents will be invited to participate in the volunteer Learning Leader Program.
 - * Parent Lending Library is open to parents.
 - * A monthly calendar is distributed to all students to inform parents of school activities and special programs.
 - * Curriculum letters in all subject areas (translated in different languages: Spanish, Chinese, and Bengali).
 - * Informational letters about different activities/events.
 - * Parent Coordinator/Parent Workshops are held in at PS 7 on a variety of topics.
 - * Student of the Month and Perfect Attendance Awards are awarded monthly and at the end of the school year.
 - * ESL classes for parents are given.
 - * The Aris Parent Link gives parents access to their child's progress.

- * Principal report during P.A. Meetings.
- * Parents Association Meetings, workshops and family activities are held regularly.
- * Reflection/evaluation forms about events/activities are completed by staff and parents at the conclusion of the meeting/events to assess their effectiveness.
- * Surveys for parents and teachers are completed regularly to gather ideas on how to create a more effective school community.
- * P.S. 7 Schoolwires allows teachers to communicate upcoming events, projects, classroom activities with parents and students.
- * Newsletter with student writing is distributed quarterly.
- * Spirit Day
- * Pajama Day
- * Halloween Parade
- * International Day
- * City Harvest Food Drive
- * Field Day
- * Penny Harvest – student leader
- * Discipline Code/Contract is signed and agreed to by parents.
- * Principal open door policy for staff and parents.

2. During the 2013-2014 school year we will continue with the Cornell Nutrition workshops for our parents. This will be presented in

Spanish and English and emphasize good nutrition and exercise habits with sample food preparation demonstrating. Parents will receive a certificate at the end of the eight week program. This program has been very successful and well attended by parents.

3. The Parent Coordinator analyzes the DOE school survey and uses the information gathered to address parent needs. P.S 7 administration and staff has an open door policy with all parents. Our parents are actively involved in their child's education.

4. The Parent Coordinator implements an Adult ESL Program two mornings per week in the cafeteria for parents of beginner and intermediate level students. Some parents attend both classes. In addition to presenting grammar and speaking skills, the Parent Coordinator incorporates vocabulary, history, and map skills into the program to enrich and provide more understanding of the weekly lessons. She also makes suggestions for using these skills while working with their children, so that the ESL class becomes a mini parent workshop as well. The Parent Coordinator organizes curriculum workshops with the appropriate staff (Administration and Literacy Coach) throughout the year with an emphasis on Math, English Language Arts and NYSESLAT. In the Spring our Administration, Parent Coordinator and Literacy Coach conducts an orientation for incoming Kindergarten/new admits' parents to familiarize them with the school. The Parent Coordinator makes parents aware of the various events occurring in the school to encourage participation. Every other month the principal has a Principal/Parents meeting in which the parents are informed of the Title I money, the new teacher evaluation system-Advance, ReadyGen and Go math overview. In addition, during these meeting parents are given professional development such as: How to conduct read aloud, and share reading with their children at home. How to teach math at home, and How to use technology to mention a few. In February State ELA and Math workshops are scheduled for all third grade parents in order to enable them to help their children prepare for these examinations. In addition a similar workshop regarding the NYSESLAT is provided to all Ell parents in April. This is especially important for Ell parents in order to gain an understanding of the concepts their children are learning in class to help them at home. In the Spring, the Assistant Principals and the Parent Coordinator organize a Family Math/Literacy Night. Many Ell families attend (translators in Spanish/Chinese are available). This provides incentive for parents participate with their children to learn math/literacy games that they can also play at home. The Parent Coordinator is available to support the needs of all parents and offer ideas on how to help their children. A monthly calendar including parent news and workshops is sent home to parents and emailed to those who provide an email address to the school. Parents are kept informed of all the instructional programs offered at P.S. 7, as well as the school's goals and expectations. The school provides translators at orientation meetings, workshops, and parent-teacher conferences to help parents understand the information presented as well as to communicate with the school personnel. Kindergarten families are participants in the Cool Culture Literature Without Wall Program. Families receive a pass allowing them to go free to 90 cultural venues throughout the city. Families are encouraged to introduce their children to art museums and zoos and to have their children write about what they have seen and learned in the classroom and in journals. Many families have found this to be a wonderful family learning experience. 2013-2014 is the 2nd year we will be part of this program. We also have a lending library which is available to all parents to borrow books weekly in different languages. The lending library is a form of encouraging the children to read a variety of books chosen by their parents at their reading level and above and offering a variety of non-fiction and bilingual books. As Elmhurst is a neighborhood with a high influx of immigrants from all

over the world, orientation sessions will be provided as the need arises throughout the school year.

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: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Sara D. Tucci	Principal		1/1/01
Ircania Stylianou	Assistant Principal		1/1/01
Joyce Serra	Parent Coordinator		1/1/01
Leigh Pena	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Naomi Landau	Coach		1/1/01
	Coach		1/1/01
Erin Garrity	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 24Q007 School Name: Louis F. Simeone

Cluster: 4 Network: 410

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.

In order to assess the school's written translation and oral interpretation needs, parents are required to complete a Home Language Identification Survey upon registration. This information goes into the ATS system. Therefore, the written and oral interpretation is based on the percentage of the languages that the majority of the students speak at home..

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

The ATS system indicates that a majority of students speak Spanish, Chinese, Bengali and Urdu. Therefore, notices are translated into these major languages. The findings of the dominant languages are given to the principal in order for her to plan for the translation services needed. The findings are also given to the parent coordinator. She uses this information to translate letters and as well as to provide translators for parent workshops. Parents are notified about translation services by large signs located in the school entrance, by signs in the lobby, signs taped onto the security desk where they sign in, and by signs in the main office. Aside from the Department of Education Translation Services, oral translation in Spanish, Chinese, Bengali, and Urdu, is also provided by in-house staff.

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.

Documents originating from the NYCDOE in multiple translations will be sent out in English, Spanish, Chinese, and Bengali. Additional translations, if available from the NYCDOE, will be copied and given out upon request. Documents originating from the Parent Coordinator or from the Parent Association will be translated by the NYCDOE Translation Unit and sent out in English, Spanish, Chinese and Bengali. When time is a factor and something needs to go out immediately, such as a meeting reminder memo, it will be translated in-house and checked by a bilingual staff member.

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

Oral interpretation services for Spanish, Chinese, Bengali and Urdu are provided by school staff as available, or by parent volunteers. If no one is available the Translation Unit is called to interpret for parent workshops. During Parent Workshops, Principal/Parents meetings, bilingual staff members are used to translate. During Parent Teacher Conferences ESL staff members are available to translate in Spanish, Chinese and Bengali. Additional staff is hired when necessary. Some PA members and parent volunteers also help as needed during Parent Teacher Conferences.

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>.

Parents are notified about translation services by large signs in the inside entrance, by signs in the lobby, by signed taped onto the security desk where they sign-in, and by signs in the Main Office.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: Louis F. Simeone	DBN: 24Q007
Cluster Leader: 410	Network Leader: Altagracia Santana
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 checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 165
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 14
of certified ESL/Bilingual teachers: 7
of content area teachers: 7

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The Title III After/Before School Program, will be implemented in an effort to increase students English skills in the four language modalities; (listening, speaking, reading and writing). In addition classes will be formed to enhance students math skills. We will have three cycles of Title III After/Before School Program. The first cycle will begin Oct. 22 to Dec. 19, 2012 (Monday-Wednesday from 3:15 p.m. - 4:15 p.m.). The second cycle will begin January 7 - March 20, 2013 (Monday- Wed. from 3:15 p.m. - 4:15 p.m). The third cycle will begin April 8 - May 29, 2013(Monday - Wed from 7:00 a.m. to 8:00 a.m.-23 days total). Certified ESL/Bilingual and Common Branch teachers will be hired to support the Title III After/Before School Program. Common Branch teachers will receive the support of a push-in ESL certified teacher. There will be a teacher student ratio of approximately 1:15 in order to provide the students with small group instruction that will maximize their learning. In the first cycle, fourteen teachers will be hired to support the Title III after school program. Seven teachers are certified in Bilingual/ ESL methodologies and seven are certified in Common Branch. In the first cycle we will have eleven classes in grades one through third with approximately fifteen students in each class. Out of the eleven classes, seven classes will be taught by common branch teachers receiving support by a certified ESL teacher. During the 2nd and 3rd cycles eight teachers will be hired. One supervisor will supervise teachers, coordinate classes, purchase instructional materials and supervise the program for the duration of each cycle for a total of 77 one-hour sessions. A pupil account secretary will assist in coordinating classes, letters to parents, attendance, phone calls to parents, permits, admits, discharges, accountability report for food and nutrition. The payroll secretary will be responsible to create postings, collect applications, and collect and enter per-session payroll. The students will have the opportunity to engage in an integrated language learning experience as they develop skills through structured activities such as: read aloud, shared reading, shared writing, interactive writing, strategy lessons and guided reading lessons. High quality classroom libraries and the use of technology will support our goals and will be used daily through the use of the above mentioned teaching practices. Informal assessments will include the use of portfolios, running records and language acquisition checklists to measure growth. A math library will be purchased in English to help enhance the integrated curriculum with a language and content proficiency in English.

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

Part C: Professional Development

- topics to be covered
- name of provider

Begin description here: Teachers will participate in professional development as indicated: Study group before school. A group of 14 teachers both Common Branch and ESL certified teachers will participate in a study group. This group will meet for 10 sessions once a week for 1 hour from 7:00am-8:00 am. The rationale of the study group will be to increase ELLs writing skills as measured by the T.C. Writing Continua. A certified ESL teacher will conduct this study group. Teachers will also participate in TC-ESL calendar days provided by Teachers College. In addition, teachers will meet with the supervisor for 1 hour each cycle to become acquainted with the instructional program they will teach.

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: Parents of participating students will be invited to attend workshops on some of the following topics: How to help your children at home, Family Workshops on different educational topics (Common Core Standards, Modeling of Shared Reading, Read Aloud, Games and Oral language Development), Math and Literacy Family Night, Lending Library (Libraries and other resource materials will be provided for parents of Title III students), and Community Resources/Agencies. These workshops will be provided in school from 8:30-9:30 once a month by our staff developer who is licensed in ESL. Available staff will support the translation services during these workshops.

Part E: Budget

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

Allocation Amount: \$77552

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)	49,035.44	The allocation of per-session monies will cover the following:

Part E: Budget

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

Allocation Amount: \$77552

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"> • Per session • Per diem 		<p>1. Teacher per-session for the three cycles--\$38,445.54</p> <p>2. Study group-\$4,164.25</p> <p>3. One supervisor will supervise teachers, coordinate classes , purchase instructional materials and supervise the program for the duration of each cycle. 77 daysX52.52=\$4,044.04</p> <p>3. Pupil Accounting Secretary will assist in coordinating classes, letters to parents, attendance, phone calls to parents, permits, admits, discharges accountability reports for food and nutrition. The Payroll secretary will be responsible to create postings, collect applications and collect and enter per-session payroll. 77X30.93=\$2,381.61</p>
<p>Purchased services</p> <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		<p>Professional books for Bilingual study groups, chart paper, workbooks and library books for students in the program.</p>
<p>Supplies and materials</p> <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	<p>13,033.39</p>	

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$77552

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Educational Software (Object Code 199)	\$15,483.17	Laptops for students, On line reading program licenses (Earobics from Hartcourt). Laptops will be used to write stories, internet research, pod casting, blogging, and access reading the on line reading program.
Travel		
Other		Conferences
TOTAL	77,552.00	