



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: ELIAS BERNSTEIN INTERMEDIATE SCHOOL 7

DBN (i.e. 01M001): 31R007

Principal: DR. NORA DE ROSA

Principal Email: NDEROSA@SCHOOLS.NYC.GOV

Superintendent: JESSICA JENKINS

Network Leader: JULIA BOVE

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
Nora De Rosa	*Principal or Designee	
Jeanne Caccioppoli	*UFT Chapter Leader or Designee	
Christine Zall	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Joseph Mennella	Member/ Assistant Principal	
Jenifer Hennigan	Member/ Teacher	
Bart Kronisch	Member/ Teacher	
Dawn Hayes	Member/ Parent	
Monique Ginocchio	Member/ Parent	
Christine Zall	Member/ Parent	
Karen Molinari	Member/ Parent	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

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

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2014, 3% of all students who scored in the bottom 1/3 on the 2013 NYS Math Exam will show an increase of .03 on their proficiency rating as measured by their performance index on the 2014 NYS Math exam.

Comprehensive Needs Assessment

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

According to the New York City Department of Education Progress Report, our overall score was a 55.6 which equates to a grade of a "B." In the category of student progress, we earned a "C" scoring (22.4 out of a possible 60 points). This demonstrates the need for our school to improve upon student progress on the Math Exam.

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. **Common Planning:** Teachers will meet a minimum of four times a week to plan units of study. Teachers will focus each unit around a Big Idea and an essential question to design the unit backwards. In addition, teachers will meet during their prep periods to continue planning collaboratively to meet the needs of individual learners. The Math Curriculum teams will develop Curriculum Maps of Study for the new CMP3 Curriculum purchased with NYSTL funds. The Maps will align with the Common Core Learning Standards. Professional development opportunities and common planning time on Mondays will focus on enhancing academic coherence throughout the curriculum by integrating the Understanding by Design method. In addition, we have adapted Pearson CMP3 curriculum to infuse within our existing curriculum. Professional Development will also be provided by our network to further enhance our units of study and to create rich on demand benchmark assessments that naturally align with the curriculum. Additionally, the administration has proposed three SBO votes to have additional professional development days to share concepts of coherency, teacher assessment and student self- assessment. Also on a monthly basis during Department Conferences, math teacher teams on all grades will meet and vertically plan curriculum giving all students an opportunity to apply math strategies throughout all grade levels.
2. **Professional Development:** Administration, lead teachers and teacher ambassadors will attend monthly Professional Development sessions provided by our Network regarding meeting the needs of our lowest 1/3. In addition, teachers in the department will attend PD provided by NYCDOE vendors and CMP3 representatives. All individuals who attend Professional Development will turn-key the PD to their math teacher teams a. The UFT and Administration created and approved an SBO for three Professional Development days in this school years calendar. On these days the students will not be in attendance and all staff who attended Network and/or DOE PD will turn-key the strategies to staff. In addition the UFT and Administration has also redesigned our Extended Day Program so that the students will attend for two 47.5 minute blocks on Tuesdays and Wednesdays and on the first day of the week, Monday, Extended Day will be dedicated to Common Planning and Professional Development.
3. **Data Inquiry-** All students will compile a portfolio demonstrating evidence of the writing pieces. Each piece of writing will demonstrate the writing process, academic rigor and utilize standardized rubrics to evaluate student work. The writing piece tasks and rubrics will be developed by the teachers to align with the Common Core Learning Standards and State Exams. Teachers will collect student portfolios for evaluation to provide teacher feedback intended to create consistency and accuracy in assessing student work according to rubric standards. The teams will analyze student work, specifically on the rigorous performance tasks and compare to CCLS, in order to identify gaps and trends to improve student performance. In addition one day a week Teacher Teams will dedicate their Common Planning Session to Looking at Student Work. The teams will follow the protocol developed by the Inquiry Team and aligned to the QR's Best Practices.

4. **Student Support-** Based on our school-wide data, all level 1 students are required to attend the extended day program. Teachers are purposefully placed in teams to address the individual needs of the targeted students. Students are strategically placed into small groups for instruction based on their area(s) of need. Students' accountability is reflected on their report card. Resources were purchased to support instruction. In addition, math teachers will work with small groups of students from our lowest 1/3 during their Preparation Periods. The students will be pulled from their Arts and Technology elective courses to attend these small group instructions. This intense support will be implemented over three months leading up to the State Exams. Lastly, the administration will run a Self-Sustained Math Test Prep Academy for four months leading up to the State Exam.

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

1. The Math Department Teacher Teams, ICT teachers, 2 Lead teachers and Administration
2. Lead Teachers, Teacher Ambassadors from Each Department, Administrators, Network Liaisons
3. Data Team one teacher from Each Department, Math Teacher Teams
4. Math Department teachers, SETTS and ICT Teachers

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

1. Curriculum Maps
2. Professional Development Agendas and Data Collected from Administrators via Informal and Formal Observations
3. Math teachers will administer base lines and daily assessments to evaluate the progress of students in the bottom 1/3 Quarterly Report Cards, Progress Reports, Student Work on Performance Tasks
4. Attendance sheets will be collected to ensure consistency in intervention and lessons will be modified to plan for optimal student growth

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

1. September 2013 through June 2014 - teachers meet daily on their common periods to plan. At the end of each Unit of Study Curriculum Maps will be reviewed
2. Weekly Instructional Cabinet Meetings with Full Cabinet including Lead teachers to assess the effectiveness of the PD's provided by Ambassadors and Lead Teachers September through June. Instructional Cabinet Meetings to assess the effectiveness of PD provided following the three Non Instructional Days.
3. Monthly data meetings from September 2013 to June 2014
4. September 2013 through June 2014-Quarterly Report Cards, Progress Reports, Student Work on Performance Tasks

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

1. Strategically program the school so that teachers can common plan a minimum of four days a week with the support of Administrators and Lead teachers to develop lesson plans which include strategies to move our bottom 1/3. After each Unit of Study Curriculum Maps will be developed to include strategies, assessments and tasks. Additionally, funding will be provided at a per session rate for teachers to plan outside of the school day
2. Professional Development will be provided to staff on Non Instructional Days and Money will be set aside for Per Diem teachers to cover the Ambassadors who will attend Network PD.
3. A minimum of one period per week of Common Planning will be utilized for common planning teams to analyze student portfolios and identify trends to improve student performance of the bottom 1/3 of our program. In addition we will program monthly data inquiry meeting in which strategies are discussed and developed for targeted bottom 1/3 student population.
4. Students in the lowest 1/3 will attend two days a week of intense AIS during Extended Day based on their need from current classroom data and their performance on the most recent Standardized Exams. Math teachers will work with Lowest 1/3 in small group instruction in lieu of Student Elective for Arts and Technology. ICT and LA Teachers will share ICT classes as will General Education Teacher and SETTS to provide all teachers with opportunities to share best practices and support students from the lowest 1/3.

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).

In addition, we have invited parents to attend a "Response to Intervention Service" session while their child is being tutored so they can view the strategies that are implemented.

1. PTA monthly meetings to share curriculum revisions. Schedule Curriculum Conferences to share with Parents Units of Study. Teacher teams will also use website to attach Units of Study and Performance Tasks students work on during each unit of study.
2. Lead Teachers and Ambassadors will provide PTA with strategies learned in PD to utilize with kids at home to support all students.
3. Parents are provided with link to school report card to view state assessments and teachers utilize Engrade and other software to allow parents access to student work
4. Parents of Students in Lowest 1/3 are invited to attend the RTI periods and observe children in their small group instruction groups.

Budget and Resource Alignment

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

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

- **WE ARE NOT A TITLE I SCHOOL**
- We have tentatively scheduled \$3,800 in per diem to be used for the teacher coverage to attend professional development. We have also scheduled \$2,700 per session to be used to develop 24 after school hours. With OTPS, we have allotted \$2,000 to pay for travel expenses to attend professional development opportunities across the City. Lastly, \$4,200 has been scheduled to pay for professional development outside of our network and DOE resources.
- We have allocated all NYSTL funds to purchase CMP3 materials.

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, 3% of all students who scored in the bottom 1/3 on the 2013 NYS ELA Exam will show an increase of .03 on their proficiency rating as measured by their performance index on the 2014 NYS ELA Exam

Comprehensive Needs Assessment

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

According to the New York City Department of Education Progress Report, our overall score was a 55.6 which equates to a grade of a "B." In the category of student progress, we earned a "C" scoring (22.4 out of a possible 60 points). This demonstrates the need for our school to improve upon student progress on the ELA Exam.

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. **Common Planning:** Teachers will meet a minimum of four times a week to plan units of study. Teachers will focus each unit around a Big Idea and an essential question to design the unit backwards. In addition, teachers will meet during their prep periods to continue planning collaboratively to meet the needs of individual learners. The ELA Curriculum teams will develop Curriculum Maps of Study for the new Code X Curriculum purchased with NYSTL funds. The Maps will align with the Common Core Learning Standards. Professional development opportunities and common planning time on Mondays will focus on enhancing academic coherence throughout the curriculum by integrating the Understanding by Design method. In addition, we have adapted Scholastic Code X curriculum to infuse within our existing curriculum. Professional Development will also be provided by our network to further enhance our units of study and to create rich on demand benchmark assessments that naturally align with the curriculum. Additionally the administration has proposed three SBO votes to have additional professional development days to share concepts of coherency, teacher assessment and student self- assessment. Also on a monthly basis during

Department Conferences, teacher Teams from Social Studies, Science and Language Arts will meet by subsections of a grade to cross plan curriculum giving all students an opportunity to apply reading and writing strategies across the curriculum.

2. Professional Development: Administration, Lead Teachers and Teacher Ambassadors will attend monthly Professional Development sessions provided by our Network regarding meeting the needs of our lowest 1/3. In addition, teachers in the department will attend PD provided by NYCDOE vendors and Code X representatives. All individuals who attend Professional Development will turn-key the PD to Teacher Teams across the disciplines. The UFT and Administration created and approved an SBO for three Professional Development days in this school years calendar. On these days the students will not be in attendance and all staff who attended Network and/or DOE PD will turn-key the strategies to staff. In addition the UFT and Administration has also redesigned our Extended Day Program so that the students will attend for two 47.5 minute blocks on Tuesdays and Wednesdays and on the first day of the week, Monday, Extended Day will be dedicated to Common Planning and Professional Development.

3. Data Inquiry- All students will compile a portfolio demonstrating evidence of mathematical skills through CCLS aligned Performance Tasks linked with multi steps/real world applications. Each piece of writing will demonstrate the writing process, academic rigor and utilize standardized rubrics to evaluate student work. The writing piece tasks and rubrics will be developed by the teachers to align with the Common Core Learning Standards and State Exams. Teachers will collect student portfolios for evaluation to provide teacher feedback intended to create consistency and accuracy in assessing student work according to rubric standards. The teams will analyze student work, specifically on the rigorous performance tasks and compare to CCLS, in order to identify gaps and trends to improve student performance. In addition one day a week Teacher Teams will dedicate their Common Planning Session to Looking at Student Work. The teams will follow the protocol developed by the Inquiry Team and aligned to the QR's Best Practices.

4. Student Support- Based on our school-wide data, all level 1 students are required to attend the extended day program. Teachers are purposefully placed in teams to address the individual needs of the targeted students. Students are strategically placed into small groups for instruction based on their area(s) of need. Students' accountability is reflected on their report card. Resources were purchased to support instruction. The teachers will infuse technology by utilizing the I-Pad with various educational applications that streamline and enhance classroom routines and curriculum. These routines include, but are not limited, to conferencing, record keeping and lesson planning. In addition, ELA teachers will work with small groups of students from our lowest 1/3 during their Preparation Periods. The students will be pulled from their Arts and Technology elective courses to attend these small group instructions. This intense support will be implemented over three months leading up to the State Exams. Lastly, the administration will run a Self-Sustained ELA Test Prep Academy for four months leading up to the State Exam.

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

1. The Language Arts Department Teacher Teams, ICT teachers, 2 Lead teachers and Administration
2. Lead Teachers, Teacher Ambassadors from Each Department, Administrators, Network Liaisons
3. Data Team one teacher from Each Department, LA Teacher Teams
4. Department teachers across Science, Social Studies and Language Arts, SETTS and ICT Teachers

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

1. Curriculum Maps
2. Professional Development Agendas and Data Collected from Administrators via Informal and Formal Observations
3. LA teachers will administer base lines and daily assessments to evaluate the progress of students in the bottom 1/3
4. Quarterly Report Cards, Progress Reports, Student Work on Performance Tasks

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

1. September 2013 through June 2014 - teachers meet daily on their common periods to plan. At the end of each Unit of Study Curriculum Maps will be reviewed
2. Weekly Instructional Cabinet Meetings with Full Cabinet including Lead teachers to assess the effectiveness of the PD's provided by Ambassadors and Lead Teachers September through June. Instructional Cabinet Meetings to assess the effectiveness of PD provided following the three Non Instructional Days.
3. Monthly data meetings from September 2013 to June 2014
4. September 2013 through June 2014-Quarterly Report Cards, Progress Reports, Student Work on Performance Tasks

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

1. Strategically program the school so that teachers can common plan a minimum of four days a week with the support of Administrators and Lead teachers to develop lesson plans which include strategies to move our bottom 1/3. After each Unit of Study Curriculum Maps will be developed to include strategies, assessments and tasks. Additionally, funding will be provided at a per session rate for teachers to plan outside of the school day
2. Professional Development will be provided to staff on Non Instructional Days and Money will be set aside for Per Diem teachers to cover the Ambassadors who will attend Network PD.
3. A minimum of one period per week of Common Planning will be utilized for common planning teams to analyze student portfolios and identify trends to improve student performance of the bottom 1/3 of our program. In addition we will program monthly data inquiry meeting in which strategies are discussed and developed for targeted bottom 1/3 student population.
4. Students in the lowest 1/3 will attend two days a week of intense AIS during Extended Day based on their need from current classroom data and their performance on the most recent Standardized Exams. LA teachers will work with Lowest 1/3 in small group instruction in lieu of Student Elective for Arts and Technology. ICT and LA Teachers will share ICT classes as will General Education Teacher and SETTS to provide all teachers with opportunities to share best practices and support students from the lowest 1/3.

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).

In addition, we have invited parents to attend a "Response to Intervention Service" session while their child is being tutored so they can view the strategies that are implemented.

1. PTA monthly meetings to share curriculum revisions. Schedule Curriculum Conferences to share with Parents Units of Study. Teacher teams will also use website to attach Units of Study and Performance Tasks students work on during each unit of study.
2. Lead Teachers and Ambassadors will provide PTA with strategies learned in PD to utilize with kids at home to support all students.
3. Parents are provided with link to school report card to view state assessments and teachers utilize Engrade and other software to allow parents access to student work
4. Parents of Students in Lowest 1/3 are invited to attend the RTI periods and observe children in their small group instruction groups.

Budget and Resource Alignment

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

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

- **WE ARE NOT A TITLE I SCHOOL**
- We have tentatively scheduled \$3,800 in per diem to be used for the teacher coverage to attend professional development. We have also scheduled \$2,700 per session to be used to develop 24 after school hours. With OTPS, we have allotted \$2,000 to pay for travel expenses to attend professional development opportunities across the City. Lastly, \$4,200 has been scheduled to pay for professional development outside of our network and DOE resources.
- We have allocated all NYSTL funds to purchase Code X materials from Scholastic.

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 of 2014, the English Language Arts Curriculum Team will produce three Units of Study within the Science and Social Studies content areas, which will include

Rigorous Performance Tasks, aligned to the Common Core Learning Standards and Citywide Instructional Expectations as measured by the NYC DOE Instructional materials Review Rubric for Literacy

Comprehensive Needs Assessment

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

In 2012-2013, we developed an initiative that brought teams of teachers together on a weekly basis to reflect on existing curriculum to determine weaknesses and target areas for improvement. Using the qualitative data collected by these teams of teachers, along with the Citywide Instructional Expectations and Shifts released in September 2013, we determined a need to continue to revise our curriculum in order to produce units of study that aligned to the Common Core Learning Standards and the Citywide Instructional Expectations.

Instructional Strategies/Activities

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. Curriculum Teams:** In order to attain the above goal by June 2014, curriculum teams across the content areas will meet on Mondays during extended day and common plan during their preps to align units of study and rigorous performance tasks to the Common Core Learning Standards. Teachers will have additional opportunities to earn per session for curriculum planning and design tasks if budget permits. The Understanding by Design (UBD) template will be utilized to develop the units of study in order to create cohesion across the discipline areas in their curriculum maps. Teachers will collaboratively assess the quality of student work that comes out of the implementation of the first unit and repeat the cycle for the second unit. Teacher Teams will use the NYC DOE Instructional Materials Review Rubric for Literacy to ensure that the CCLS aligned Units are rigorous and meet the CIE Shifts.
- 2. Professional development:** Administration, Lead Teachers and Teacher Ambassadors will attend monthly Professional Development sessions provided by our Network to provide us with support to meet the needs of our Lowest 1/3. In addition, teachers in the department will attend PD provided by NYCDOE vendors and Code X representatives. All individuals who attend Professional Development will turn-key the PD to Teacher Teams across the disciplines. The UFT and Administration created and approved an SBO for three Professional Development days in this school years calendar. On these days the students will not be in attendance and all staff who attended Network and/or DOE PD will turn-key the strategies to staff. In addition the UFT and Administration has also redesigned our Extended Day Program so that the students will attend for two 47.5 minute blocks on Mondays and Tuesdays and on the first day of the week, Monday, Extended Day will be dedicated to Common Planning and Professional Development.

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

1. Common Planning teams, lead teachers, administration, SETTS and ICT teachers
2. Network ambassador PD meetings – lead teachers, and one teaching ambassador from each subject area

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

1. On a quarterly basis, we will look at each unit of study and make any necessary revisions based on teacher reflection, informal/formal observations and student work
2. Weekly instructional Cabinet Meetings with full cabinet including lead teachers to assess the effectiveness of the PDs provided by ambassadors and lead teachers September through June.

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

1. September 2013 to June 2014. The timeline for implementation is from September to June. Assessments, strategies, and activities are revisited through each 4-6 week units. Teachers revised units based upon their findings.
2. September 2013-June 2014.

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

1. Strategically Program the school so that teachers can common plan a minimum of four days a week with the support of Administrators and Lead teachers to develop lesson plans which include strategies to move our bottom 1/3. After each Unit of Study Curriculum Maps will be developed to include strategies, assessments and tasks. Additionally, funding will be provided at a per session rate for teachers to plan outside of the school day.
2. Professional Development will be provided to staff on Non Instructional Days and Money will be set aside for Per Diem teachers to cover the Ambassadors who will attend Network PD. Per diem teachers hired to cover the four ambassadors one time per month

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. At various points throughout the school year, the PTA meetings will address the Common Core Learning Standards and Instructional Shifts and how they impact instruction and student achievement. Workshops will be offered to increase parent awareness and understanding of the instructional changes, as well as offer various strategies to assist them in attaining these goals at home with his/her child. Curriculum conference for parents that will specifically spoke to the CIE, CCLS and IS 7 curriculum plans.
2. Lead Teachers and Ambassadors will provide PTA with strategies learned in PD to utilize with kids at home to support all students.

Budget and Resource Alignment

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

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

- **WE ARE NOT A TITLE I SCHOOL**
- We have tentatively scheduled \$3,800 in per diem to be used for the teacher coverage to attend professional development. We have also scheduled \$2,700 per session to be used to develop 24 after school hours. With OTPS, we have allotted \$2,000 to pay for travel expenses to attend professional development opportunities across the City. Lastly, \$4,200 has been scheduled to pay for professional development outside of our network and DOE resources.
- We have allocated all NYSTL funds to purchase Code X materials from Scholastic.

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

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

1.

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

1.

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

- 6.
- 7. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- 8.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

-

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

- 5. Strategies/activities that encompass the needs of identified subgroups**
- 1.
- 6. Key personnel and other resources used to implement each strategy/activity**
- 1.
- 7. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- 1.
- 8. Timeline for implementation and completion including start and end dates**
- 1.
- 9. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- 6.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<p>Teach-Assess-Regroup-Re-teach Strategies include a multimodality. Approach targeting a variety of learning styles: visual, auditory, kinesthetic, and tactile. In addition, deficit areas identified will be task-analyzed with the opportunity for repetitious review. Four essential components of reading instruction are incorporated into the lessons: phonemic awareness, fluency, vocabulary and comprehension. This program maximizes students' time reading, blends reading or writing into all subject areas, explicitly teaches how to make meaning of texts and gives students opportunities to discuss what they have learned. The Wilson Program is also being used by the Special Education.</p> <p>For 2013-2014 teacher teams will meet on a regular basis after school and on weekends to plan specific strategies to provide instructional support to students who scored a level 1 on the ELA and Math exams and did not attend summer school.</p>	<p>Small Group Instruction Lunch time tutoring One to One on a limited basis Peer Tutoring</p> <p>The school hopes to continue employ a full time paraprofessional teacher to provide small group instruction for our target population identified by the data team. AIS is also provided through the utilization of Educational Paraprofessionals trained by the lead teacher in collaboration with the classroom teachers.</p> <p>Common Planning</p>	<p>Extended Day After School Test Prep Small Group Instruction Weekends</p>
Mathematics	<p>Teach-Assess-Regroup-Re-teach Strategies include a multimodality</p>	<p>Small Group Instruction Lunch time tutoring</p>	<p>Extended Day After School Test Prep</p>

	<p>Approach targeting a variety of learning styles: visual, auditory, kinesthetic, and tactile. In addition, deficit areas identified will be task-analyzed with the opportunity for repetitious review. Additionally, the On Core Mathematics program is being utilized by all students to target basic foundation skills, and test prep strategies.</p> <p>For 2013-2014 teacher teams will meet on a regular basis after school and on weekends to plan specific strategies to provide instructional support to students who scored a level 1 on the ELA and Math exams and did not attend summer school.</p>	<p>One to One on a limited basis</p> <p>Peer Tutoring</p> <p>The school hopes to continue employ a full time paraprofessional teacher to provide small group instruction for our target population identified by the data team. AIS is also provided through the utilization of Educational Paraprofessionals trained by the lead teacher in collaboration with the classroom teachers.</p> <p>Common Planning</p>	<p>Small Group Instruction</p> <p>Weekends</p>
Science	<p>Teach-Assess-Regroup-Re-teach</p> <p>Strategies include a multimodality</p> <p>Approach targeting a variety of learning styles: visual, auditory, kinesthetic, and tactile. In addition, deficit areas identified will be task-analyzed with the opportunity for repetitious review.</p>	<p>Small Group Instruction</p> <p>Lunch time tutoring</p> <p>One to one on a limited basis</p> <p>Peer Tutoring</p>	<p>Extended Day</p> <p>After School Test Prep</p> <p>Small Group Instruction</p>
Social Studies	<p>Teach-Assess-Regroup-Re-teach</p> <p>Strategies include a multimodality</p> <p>Approach targeting a variety of learning styles: visual, auditory, kinesthetic, and tactile. In addition, deficit areas identified will be task-analyzed with the opportunity for repetitious review.</p>	<p>Small Group Instruction</p> <p>Lunch time tutoring</p> <p>One to one on a limited basis</p> <p>Peer Tutoring</p>	<p>Extended Day</p> <p>After School Test Prep</p> <p>Small Group Instruction</p>
At-risk services (e.g. provided by the Guidance Counselor, School)	<p>Guidance Counseling</p>	<p>Individual/Group</p>	<p>School Day</p>

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

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

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).

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.).

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.).

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.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

Directions and Guidance for Developing and Updating the Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)

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

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

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, IS 7 is in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

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

IS 7 PARENT INVOLVMENT POLICY:

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- **actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school’s Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school’s Title I Parent Involvement Policy and School-Parent Compact;**
- **engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;**
- **ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;**
 - **support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;**
 - **maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;**
 - **conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents’ capacity to help their children at home;**
 - **provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;**
 - **schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions;**
 - **translate all critical school documents and provide interpretation during meetings and events as needed;**

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

- **hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;**
- **encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;**
- **establishing a Parent Resource Center/Area or lending library; instructional materials for parents;**
- **hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;**
- **encouraging more parents to become trained school volunteers;**
- **providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;**
- **developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;**
- **providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;**

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;
 - complete my homework and submit all assignments on time;
 - follow the school rules and be responsible for my actions;
 - show respect for myself, other people and property;
 - try to resolve disagreements or conflicts peacefully;
1. 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 31	Borough Staten Island	School Number 007
School Name Elias Bernstein Intermediate School 7		

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 Dr. Nora De Rosa	Assistant Principal Dina Testa, ELA AP
Coach Timothy Imbema, Math LT <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Coach Christina Russotto, ELA LT
ESL Teacher Kasuni Nanayakkara	Guidance Counselor Nicole Lark
Teacher/Subject Area Christopher Conti/S.S	Parent Marina Askinazde
Teacher/Subject Area Dina Crowe/SS	Parent Coordinator Barbara Zaremba
Related Service Provider Emanuel Giardina	Other Michelle Ferrante, Programmer
Network Leader(Only if working with the LAP team)	Other Joseph Mennella, S.S. AP

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers not currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1209	Total number of ELLs	12	ELLs as share of total student population (%)	0.99%
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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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	12	Newcomers (ELLs receiving service 0-3 years)	5	ELL Students with Disabilities	7
SIFE	0	ELLs receiving service 4-6 years	3	Long-Term (completed 6+ years)	4

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	5	0	0	3	0	2	4	0	4	12
Total	5	0	0	3	0	2	4	0	4	12

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

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)									1					1

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)								3						2
Advanced (A)						4	1	3						8
Total	0	0	0	0	0	4	1	5	1	0	0	0	0	11

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					1	1	2						
	P					3		2						
READING/ WRITING	B													
	I					1	1	1						
	A					3		2						
	P							1						

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5	4				4
6	1				1
7	4				4
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									0
4									0
5	3		1						4
6			1						1
7	3		2						5
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 literacy skills are as follows:

Acuity

TCRWP Assessments (on below level readers)

Informal Reading Conferences

CARS Test of Reading Skills

Wrap- an Informal Writing and Reading Assessment Profile

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

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The 2013 NYSESLAT combined modality sets analysis breakdown (RNMR) has not been released by SED at this time.

4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

4a.) Our analysis of the 2013 NYSESLAT results reveal that 80% of ELLs remained at the Advanced level. However, majority of these

ELLs decreased in all four modalities. In addition, one student in particular decreased from the Advanced level to the Intermediate level. Although most of the upper grade ELLs are at the Advanced level, the most difficult domain for most of our ELLs to reach proficiency is in the writing domain. When looking at the ELA State test results, ELLs also had the most difficulty with the writing

section of the ELA. Most of our upper grade ELLs are at Advanced proficiency on NYSESLAT and are administered the ELA and other

State tests in English only.

4. b and c.) The ELL Periodic Assessments were not being used in our school prior to the 2013-2014 school year. However, we have administered them in November 2013 for all grade levels. The ELL Periodic Assessments will be used to drive instruction in both

ESL and content area classrooms.

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](#).)

Not applicable.

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

The ELL teacher being the expert in ESL, is very knowledgeable in second language acquisition as well as the linguistical differences of the languages of the ELLs she services, therefore she utilizes her expertise to plan accordingly and to meet the diverse needs of the ELLs. In addition, the child's educational history/background is used to guide instruction and assessment. All content-area teachers collaborate with the ESL teacher in order to build the students' English language skills.

7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?

Not applicable.

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

The success of our freestanding ESL program is measured by informal assessments during the school day such as independent activities, essays, tests, quizzes, and projects. The freestanding ESL program is also measured by formal assessments such as the annual student performance on the NYSESLAT. ELLs are expected to demonstrate progress in indicators and move from the intermediate level towards the advanced level with the end goal being to reach proficiency. We adjust instructional approaches and teaching resources according to the needs of the students.

Part IV: ELL Identification Process

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

- 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](#).) All families are welcomed in the main office at the counter by the school secretary and/or parent coordinator. Upon registration of a new student, a complete registration packet is presented and explained. The ESL teacher explains and discusses the HLIS with the family. The ESL teacher then conducts an informal interview with the parent and child (using questions from the ALLD questionnaire) to determine the child's home language. After the informal interview, the appropriate Home Language Identification Survey is given to the parent for completion. If a parent indicates translation services are needed or it is apparent that English is not understood, a pedagogue who speaks the family's language is asked to assist with the interview process and with completing the HLIS. IS 7 has Spanish, Italian, Arabic, Hindi, Sinhalese, and Sign-Language speaking pedagogues available for translation assistance. If a parent speaks a language other than the language of the translation teachers in the school, an outside translator is used for assistance with interview and the completion of HLIS. As soon as the parent completes the form, the ESL teacher identifies the students who are eligible for LAB-R testing. This test determines English proficiency level. The LAB-R is administered within the first ten days of the student's school registration. If the child scores below proficiency on the LAB-R, he or she becomes eligible for state mandated ESL services. Students who score below proficiency and are Spanish-speaking students are also administered the Spanish LAB-R. The LAB-R and the Spanish LAB are administered to eligible students within the first 10 days of their enrollment.

If the ESL teacher is not available to conduct the informal interview and/or give the appropriate Home Language Survey, the IS 7 school programmer takes place of the ESL teacher as she is also a certified pedagogue.

- 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. After the administration of the LAB-R (within ten days of registration to the school), students who fall below the cut score are entitled to ESL services. The parent(s) are notified in writing in their native language, when available, with an Entitlement of Services letter and are invited to attend one of the Parent Orientation meetings. Translation services are arranged by the ESL teacher, with assistance from the parent coordinator. During the orientation, facilitated by the ESL teacher and parent coordinator, parents view the EPIC video which describes, in their native language, the three program choices. Discussion is then held to address the parent or parents' concerns and questions. The parent(s) completes the Parent Survey form and Program Selection form with assistance if necessary. If the desired program is not available, the principal is made aware. The assistant principal in charge

of the ESL program is also made aware as she can research local schools who have the desired program on behalf of the parent(s) and inform them once a local school is found. If the local school has available seating for the student, the parent can then decide to let the student remain at IS 7 or transfer to the other school. However, if a seat is not available for the student in the desired program, the parent can let the student remain at IS 7 until a seat becomes available. An ELL student would never be turned away due to lack of space. It is also noted that when we get an enrollment of 15 or more pupils with limited English proficiency in the same grade, all of whom have the same native language, we shall notify the parents that we will provide such pupils with Bilingual Education programs, such as TBE or Dual Language. It has not been typical that a parent selects a program not available at the school. Our Freestanding ESL Program is the parental choice at our school. Orientation meetings will be held throughout the school year to accommodate the parents of ELLs who arrive later in the school year.

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](#)].)

The school ensures that after the administration of the LAB-R entitlement letters are distributed and a parent orientation is scheduled. The ESL teacher schedules the parent orientations and ensures that there is translation assistance available for the meetings. The ESL teacher sends the entitlement letters home with the students and follows up with a phone call to the parents. The ESL teacher verifies receipt of the letters and clarifies any questions parents may have. During this phone call, the importance of attending one of the parent orientation meetings is also discussed. The ESL teacher photocopies all letters sent home, one for the student's cumulative folder, one for the ESL file, and one for the ESL teacher's records. The ESL teacher also utilizes a checklist to ensure that all required letters and forms are distributed to the parents of all our ELLs. The Parent Survey and Program Selection forms (in native language when necessary) are also sent home and a phone call is made to explain that these forms are to be filled out and returned to the ESL teacher at the Parent Orientation Meetings. If there are any questions or assistance is needed, parents receive assistance with the forms and surveys at the meeting. The Program Selection forms and Parents Surveys are collected at the meeting and are then kept in the ESL Binder which the ESL teacher maintains. If a parent cannot attend any one of the meetings then a phone call is made to orientate the parent about the selection of the different programs available to ELLs and to assist the parent with any questions and/or concerns. The ESL teacher will also offer an alternative orientation meeting dates and times that may be more convenient for the parent to attend. In addition, the parent is also notified that a program must be selected and that the forms must be returned to the ESL teacher. Assistance is offered via telephone, if needed, in completing the Parent Survey and Program Selection Form. If the forms are not returned, the ESL teacher follows up with a second notice and a phone call. She proceeds until all forms are returned for the file. All letters and documents received from parents are securely filed and stored in the ESL teacher's files.

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.

Once students are identified as English Language Learners, through the HLIS and LAB-R results, parents decide the appropriate program choice for their child. The parents are well informed of the instructional programs and the details of each program at the Parent Orientation meeting. The video is shown in their native language if available and the instructional programs are also explained with the assistance of translators. Once the parents have selected the program for their child, a placement letter is sent home with the student and copies are made for the ESL file. Our parents' choice is Freestanding ESL and this is the current program at our school. Parents who choose another option are offered the option to attend a local school which offers their preference. However, we realize if 15 or more families opt for a choice our school does not currently offer, a preferred program must be considered to address the needs of our students and parents will be notified. Translation services are made available to communicate with parents, if our school staff cannot meet the families' needs. In addition, the ELPC screen in ATS is updated within 20 days.

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.

Students identified as ELLs, are administered the New York State English as a Second Language Test in the spring. The ESL teacher also uses the REMS report on ATS to determine NYSESLAT eligibility. In the spring, the ESL teacher, the IEP teacher, and the SETSS teacher administer all four components (listening, speaking, reading and writing) of the NYSESLAT to all eligible ELLs. Students who score below Proficiency continue receiving ESL services and a Continuation of Services letter is sent home. Students who score at or above Proficiency on the NYSESLAT are considered former ELLs. Non-Entitlement/Transition letters

are sent home to students who score at the Proficiency level on the NYSESLAT.

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. 
- Our trend in program choices that parents have requested has always been Freestanding ESL. We have been able to fully meet the needs and requests of our families. After reviewing past and current Program Selection Forms and Parent Surveys the results have showed the trend at our school is that 100% of our ELL families choose Freestanding ESL as their program of choice. Our program model of freestanding ESL has fully met the needs of our 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])?

A.) IS 7 provides English Language Learners with an English as a Second Language Program in grades 6 through 8. A fully certified ESL teacher provides the instruction. The teacher provides the instruction five days a week. The program is a “push in/pull-out” model of ESL instruction. The language of instruction is English. The students come from different linguistic and cultural backgrounds and speak the following languages at home: Russian, Polish, Macedonian, Albanian, Spanish, Arabic, Urdu, and Korean. For Beginner and Intermediate ELLs, who require more minutes of ESL service, the ESL teacher will use the push-in model to support the learners in their content-area classrooms.

B.) At IS 7, there are two official pull-out periods during the regular school day: 6th and 7th. During 6th period, the ESL class only consists of 8th grade students. However, it is a heterogeneous group as there are 2 Intermediate level students and 3 Advanced level students. During 7th period, the class is ungraded--more specifically, it consists of 6th and 7th grade students. The 7th period class, however, is homogenous as there are only Advanced level students in the class. On Fridays, there is an additional pull-out period of ESL for 6th grade students only so that the students receive the mandated number of minutes they need as Advanced level students. The class is homogenous as it consists only of Advanced level students.

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)?

IS 7 provides English Language Learners with an English as a Second Language Program in grades 6 through 8. A fully certified ESL teacher provides the instruction. The teacher provides the instruction five days a week. The program is a “push in/pull-out” model of ESL instruction. The ESL teacher's schedule is able to accommodate the mandated number of minutes that our ELLs require during the regular school day. Students scoring at the Beginner level and Intermediate level receive the mandated 360 minutes per week of ESL instruction. Due to things such as organizational periods, our bell schedule varies throughout the day--causing different durations in the length of each period and thereby affecting the schedules of certain ELL students. We therefore tally the total periods based on the number of minutes per period to ensure that each ELL student receives their mandated number of minutes per week. For example, one particular student who scored at the Intermediate level on the 2013 NYSESLAT is serviced 360 minutes: 5 periods of pull-out model and 4 periods push-in model (during the course of the week). Another student who scored at the Intermediate level on the 2013 NYSESLAT is serviced 360 minutes: 8 periods of pull-out model and 1 period of push in model (during the course of the week). Students scoring at the Advanced level will receive the New York State mandated ESL instructional time of 180 minutes per week which consists of 5 periods (one period per day, five times a week). In order to receive the mandated number of minutes they need at the Advanced level, the ESL teacher pushes in to the content-area classes of two students twice a week. Our ELLs have also been invited to participate in our extended day program which provides additional instruction, beyond the mandate. The ESL teacher ensures the mandates are met and reports to the Assistance Principal during monthly ESL meetings.

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.

The ESL teacher at IS 7 ensures that the ESL curriculum reinforces the Common Core Learning Standards of each particular grade level. The ESL teacher also provides ESL services in content area instruction. Content area instruction is delivered by the classroom teacher, but the ESL teacher pushes in to specific Social Studies, Math, and English Language Arts classrooms. Content area instruction is delivered by using cooperative learning groups, partner work, differentiation, and modeling techniques. In ELA instruction, IS 7 uses the Workshop Model for Reading and Writing. Reading and Writing units are used for teachers to apply in the classroom. Literacy units are taught using a variety of leveled texts. During close readings, the ELA teachers separate each paragraph and chunk information so that ELL students can target and understand the central ideas and important details of each paragraph. The ELA teachers then put the entire text together so that ELL students understand the main idea and theme of the text. In addition, the ELA teachers act out scenes or characters so that ELL students can have a more audio-visual

understanding of the text.

During content-area instruction, guided reading groups, strategy lesson groups, differentiated group instruction, and partnerships are used during class periods. The ESL teacher supports classroom teachers in all the content areas by targeting the speaking, listening, reading, and writing components of the lesson. Whether the ESL is pushing in or pulling out, she supports instruction through vocabulary development and multi-sensory differentiation. In terms of vocabulary, content-area teachers foster language development by teaching tier 1, 2, and 3 words. Content-area teachers also apply vocabulary filters when teaching their lessons. The filters are separated into five groups: unknown words from text, familiar words, highly concrete words, word meaning family, word part family, and word changes.

Content area instruction by the ESL teacher is mainly done through scaffolding. The classroom teachers and the ESL teacher utilize visual documents, turn and talk, partnerships, word study, and multi media arts to enhance lessons for English Language Learners. The ESL teacher also utilizes modified language structures and visual aids in content area instruction. Mathematics instruction is delivered using the Workshop Model. It is also delivered through modeling, guided practice, and independent practice techniques. The ESL teacher focuses on Math terminology and vocabulary to enhance the Math instruction for ELLs. ELL support is embedded in each lesson and ELLs are provided with a brief lesson summary, vocabulary list, and an example or illustration. This support will further enhance the understanding and learning of our ELL students. The classroom teacher and the ESL teacher also enhance their Math lessons by using drawing, writing, discussions, and instructional technology to further support ELLs. English Language Learners benefit from the effective use of a variety of methods and approaches. In order to effectively address the needs of our ELL students, the classroom and ESL teacher uses scaffolding techniques to assist ELLs with Science and Social Studies instruction. The teachers demonstrate activities and strategies through teacher “think alouds” and modeling. The teachers also provide the students with clear language, content, and learning strategy objectives, tap into prior knowledge and build background, and use visuals and manipulatives. In addition, Social Studies and Science teachers teach vocabulary in text through the five filters. In order to further promote language development, Social Studies and Science teachers adjust speech as necessary and use cooperative learning methods.

In addition to the specific strategies mentioned previously, most content area teachers utilize pre- and post- assessments to guide instruction, develop questions using CCLS, and infuse close readings with vocabulary definitions and guiding questions.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
To ensure that ELLs are appropriately evaluated in their native language, the ESL teacher ensures that the following assessments are administered in the native language if necessary: LAB-R in Spanish and the NYS Math test for grades 6-8.
 5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
The ESL teachers provides instruction to address the needs of the ELLs in all four modalities through the daily mandated services. The ESL teacher also uses assessments (formal and informal) to ensure that her instruction is effective and that instruction is meeting the needs of the ELLs in all four modalities of English acquisition.
 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.) We currently have no SIFE students in our school. However, if we were to receive SIFE students, we would address the needs of
- with
- SIFE students by providing them with additional instruction during the Extended Day program. They would also be provided
- AIS, differentiated instruction, and plentiful opportunities for extra support to help them meet their goals.
- B.) Newcomers are immersed in content and literacy experiences within their balanced literacy instruction in the content-area classrooms and the ESL classroom. In their first year, ELLs do not take the state ELA exam, but are required to take the content-area exams. Within the first year, newcomers are exposed to the content and structure of the state exams to help them adjust to the demands of the state testing program. Within regular classroom instruction, students are supported as readers and writers daily.
- C.) For ELLs who have been receiving services for four to six years, students are identified for AIS services available within the school day as well as during Extended Day. ELA skills are targeted using item skill analysis and classroom teacher data.
- D.) For ELLs who have received services for more than six years, often the ESL teacher and the Data Team is involved in

examining

Team

the individual students' state test scores and NYSESLAT test scores. In addition, the ESL teacher and the School Assessment Team examines the students' needs and schedules more intensive and regular services. Parents are an intricate part of the process which can at times lead to at-risk special education services.

E.) For students who are reaching proficiency on the NYSESLAT, students will receive support for the New York State English Language Arts and other standardized tests during the Extended Day program. They also receive support from SETTS teachers and during AIS periods. Former ELLS are encouraged to participate in all the academic intervention programs provided by the school. In addition, the following testing accommodations are available for former ELLs for up to two school years immediately after they have achieved proficiency on the NYSESLAT:

Time Extension (All Exams), Separate Location (All Exams), Bilingual Glossaries (All Exams except Foreign Language),

Simultaneous

Use of English and Alternative Language Editions (Not Allowed for English Language Arts and Foreign Language

Examinations) -

For State examinations for which the Department provides written translations, Oral Translation for Lower Incidence Languages (Not allowed for English Language Arts and Foreign Language Examinations) and Writing Responses in the Native Language

(Not

allowed for English Language Arts Examinations).

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?

To provide access to academic content areas and accelerate English language development, teachers of ELL-SWDs utilize a combination of ESL instructional strategies: Comprehensible Input, Interactive Style, Modified Input, Output Hypothesis, and Negotiated Interaction. These strategies allow students to improve fluency through listening, speaking, reading, and writing. Through these strategies, students learn to move beyond simply listening and reading. In fact, they go as far as checking their comprehension, questioning the speaker, and acknowledging what they are missing or what they don't know when trying to communicate. In addition, through Negotiated Interaction, individual and social factors are given serious attention by the teachers so that ELL students feel comfortable and accepted in the classroom. As far as grade-level materials are concerned, the ESL teacher utilizes RAZ Kids to improve the reading levels of ELL students. In addition, IS 7 is currently in the process of purchasing Achieve Language and Scholastics' Comprehension Clubs for ELL students.

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?

We develop flexible planning for ELL-SWDs. For example, a student can be in an ICT classroom for one period but can be mainstreamed for another subject. Our school also individualizes the schedules of ELL-SWDs so they can receive their mandated ESL and IEP services.

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:			

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

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
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.



TIME

BEGINNERS

INTERMEDIATE

ADVANCED

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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- In the case of target intervention programs for ELLs in ELA and Math, IS 7 offers AIS, an after school test prep program, and Extended Day. All of the target intervention programs used at IS 7 are taught in English.
- The AIS program offers tutoring in ELA and Math to ELL-SWDs during teacher prep periods. The after school test prep program is a once a week, after school program that assists students with testing strategies. The after school test prep program also prepares students for the NYS ELA and Math test. The Extended Day program consists of small group instruction in ELA or Math in order to help students reach grade level and state standards.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The ESL program at IS 7 had not been entirely effective in the previous school year. Many of our ELL students did not increase their scores on the NYS ELA exam or the NYSESLAT. Therefore, the new ESL teacher was sent to several ESL professional development sessions to improve the quality of her instruction. She will continue to go to ESL professional development sessions for the remainder of the school year. In addition, IS 7 is currently in the process of purchasing additional curricula for the ESL students such as Achieve Language and Scholastics' Comprehension Clubs.
11. What new programs or improvements will be considered for the upcoming school year?
- At IS 7, our ELLs did not previously take the ELL Periodic Assessments. In November 2013, the ESL teacher will be administering the ELL Periodic Assessments. When the results are revealed, it will be analyzed by the leadership team and used to drive and improve instruction in content-area classrooms as well as the ESL classroom.
12. What programs/services for ELLs will be discontinued and why?
- Not applicable.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All students share the same opportunities at IS 7. All English Language Learners are offered equal access to all school programs by invitation, recommendation, and purposeful request. By looking at the number of ELLs that participate in our school curricular and extracurricular programs, it is evident that ELLs are welcomed, encouraged, and involved in all school programs. For example, ELLs can participate in after-school programs such as cheerleading and yearbook club. ELLs are also involved in many of our arts. They receive music enrichment classes and can participate in musical theater and performances several times a year. ELLs can also participate in chorus, dance, and drama. They're involved in our sports activities as well such as Field Day and the Turkey Bowl. In addition, ELL students can participate in after school activities such as Champs and UAU. When students are unable to spare the expense of self sustaining after school, the PTA has reserve funds to assist them so all students can participate.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- To support ELL students in content-area classrooms, iPads are given. The iPads can be used as bilingual dictionaries and as a multi-media arts system. For example, ELL students can search pictures and videos to get a better understanding of the lesson or assignment. ELL students are also registered for the RAZ Kids program. RAZ Kids is an online, guided reading program with interactive ebooks, downloadable books, and reading quizzes. Through RAZ Kids, ELL students can improve their reading skills by listening for modeled fluency, reading for practice, recording their reading, and checking comprehension with quizzes. In addition, IS 7 is currently in the process of purchasing additional curricula for the ESL students such as Achieve Language and Scholastics' Comprehension Clubs.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- In our Freestanding ESL model, the ESL teacher provides native language support to all ELLs by using support materials such as the internet, bilingual books, and bilingual dictionaries. In addition, a student's native language is embraced and nurtured through ongoing classroom activities. For example, if two students are from the same native background, they are paired during group work to provide native language support. IS 7 also encourages and celebrates schoolwide diversity.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?
- The ESL teacher ensures that mandated services appropriately support ELLs by grouping them accordingly by grade and

proficiency level. The ESL teacher also ensures that resources correspond to the ELLs' age and grade levels.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Unfortunately, there is no program in place currently to assist newly enrolled ELL students before the beginning of the school year. However, IS 7 will be sending out a school memo to all students asking for volunteers to assist newly enrolled ELL students before the beginning of the school year. The students who chose to volunteer will receive merits when they start the school year as a reward for their service to the school and the community. The volunteers will be monitored by the ESL teacher in order to ensure the safety and protection of all students. During the school year, however, newly enrolled ELL students are paired up with a "buddy." A "buddy" is a fellow classmate who is in the same class as the newly enrolled ELL. The "buddy" will guide the ELL student throughout the school building during the first two-three weeks so that the ELL student learns which rooms and classes to attend. The "buddy" also helps the ELL student during each class period so that the ELL student understands the lesson, the independent practice, and the homework assignment(s). In addition, the ESL teacher and the appropriate grade assistant principal checks up on the ELL student periodically in order to ensure a smooth transition.

18. What language electives are offered to ELLs?

At IS 7, we offer American Sign Language and Italian as possible language electives for ELLs.

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)?

Not applicable.

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.) In order to enhance our staff's instructional practices regarding the ELL students, professional development workshops will be held on professional development days to ensure that ELL strategies are shared with all teachers who work with ELLs. Related services providers, assistant principals, and paraprofessionals participate in professional development that is relevant to ELLs. All our teachers will receive the 7.5 hours of ELL training through our staff development which will be held throughout the school year during designated professional development days. Our professional development sessions include aligning Common Core Standards to the ESL curriculum, focusing on ESL methodologies and best practices. The topics chosen for professional development sessions will help classroom teachers address the needs of ELL students in their classrooms. In addition, teachers are invited to request attendance to professional development sessions for ELLs they find on the network website. The ESL teacher, in particular, regularly attends professional development sessions regarding ELLs throughout the school year.
 - 2.) Teachers are provided professional development opportunities within our network and through workshops, which include training in ESL with Common Core Standards. In addition, the ESL teacher hosts a professional development session every three months during the school year in order to support teachers of ELLs in various content-areas.
 - 3.) Each teacher works closely with the ESL teacher to provide graduating ELL students and their families any additional support and/or resources to help assist them with any needs or concerns that may arise during this transition. In addition, IS 7 holds a High School Information Night for all 8th grade students to help them with the high school application process.
 - 4.) The ESL teacher and assistant principal arranges for ESL training for teachers in need of ESL hours each school year. Training may be in the school or may be offered at various workshops offered within our network.

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.) Parent Teacher Conference is an event in our school where parental involvement and attendance is very high. Other parental involvement events in our school are Parent Orientations for newly arrived ELLs. IS 7 also has General Parent Orientation Meetings which are held at the beginning of the school year for all parents, including parents of ELLs. During these meetings, state standards, assessments, school expectations, and general program requirements are discussed. IS 7 provides Curriculum Information Events as well, in which parents can visit their students' ELA or Math class and receive information regarding curriculum, expectations, and practices. During Open School Week, there are also opportunities for parents to partake in classroom observations during a regular school day. In addition to such events, IS 7 hosts High School Information Night so that 8th grade parents can receive information regarding the high school application process. IS 7 also hosts an HIV/AIDS information event once a year so that parents can receive information regarding the illness. The PTA is involved in hosting parental activities and events as well and the school librarian provides parents with workshops on how to navigate and use the school website. The Parent Coordinator also holds on-going parent workshops, conducts parent surveys, and is a liaison to local businesses such as Stop and Shop and Target. In addition, the Parent Coordinator assists parents by providing information to resources that will help them obtain services needed. Parents are also taught how to use ARIS Parent Link on an ongoing basis.
 - 2.) The Parent Coordinator is a liaison between our parents and community based organizations such as the NYC Public Library and she refers parents to these organizations for various services including ESL classes.
 - 3.) Surveys and Questionnaires are sent home to evaluate the needs of our parents. The Parent Coordinator ensures that she is readily available to answer any questions or concerns that parents may have. In addition, the Parent Coordinator assists parents by providing parent workshops, conducting surveys, and by serving as a liaison to local businesses. The Parent Coordinator also provides parents with information to resources that will help meet the needs of the parents. Furthermore, the Parent Coordinator assists in providing Translation and Interpretation services for parents.
 - 4.) Parental involvement activities such as Parent Orientation Meetings address the questions and concerns that parents may have and provide vital information to parents. Parent Teacher Conferences also provide parents with important information and provide opportunities for parents to voice any concerns or questions they may have regarding their children. Interpreters and translation services at these events and other events and activities help meet the linguistic needs of the parents. The PTA also bridges the gap between parents and teachers. They provide information about school events and fundraising activities. They promote student participation and contest as well. During Curriculum Conferences, parents are invited to come and meet with their children's ELA or Math teacher. The purpose of the conferences is to inform the parents of the curriculum for the current school year. It lets the parents know what the school's instructional outcomes and objectives are for the current 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: Elias Bernstein IS 7**School DBN: 31R007****Signatures of LAP team members certify that the information provided is accurate.**

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dr. Nora De Rosa	Principal		11/15/13
Dina Testa	Assistant Principal		11/15/13
Barbara Zaremba	Parent Coordinator		11/15/13
Kasuni Nanayakkara	ESL Teacher		11/15/13
Marina Askinazde	Parent		11/15/13
Christopher Conti/S.S	Teacher/Subject Area		11/15/13
Dina Crowe/S.S	Teacher/Subject Area		11/15/13
Christina Russotto, ELA LT	Coach		11/15/13
Timothy Imbemba, Math LT	Coach		11/15/13
Nicole Lark	Guidance Counselor		11/15/13
	Network Leader		
Jospeh Mennella	Other <u>Assistant Principal</u>		11/15/13
Michelle Ferrante	Other <u>Programmer</u>		11/15/13
Elizabeth Mobile	Other <u>Pupil Accounting</u>		11/15/13
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **31R007** School Name: **Elias Bernstein Intermediate School**

Cluster: _____ Network: **602**

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

Part A: Needs Assessment Findings

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

- a. The parent coordinator reviewed the ATS RAPL (Adult Preferred Language Report) report and highlighted the parents who indicated the home language other than English.
- b. After the families were identified, the parent coordinator distributed the Parent Language Survey (provided by the DoE) to those specific families. This will give the parents an opportunity to request written, as well as oral translation and interpretation services for the entire school year.
- c. When the surveys were returned, the results were recorded and each family was identified as to which translation service is needed to serve each family.
- d. The school ELL coordinator, in collaboration with the school parent coordinator, will ensure that all parents are provided with appropriate and timely school correspondence in a language they request.

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

- Sixteen families in our school have requested that all school correspondence be translated to the following languages:
 - Arabic 2 families
 - Albanian 1 family
 - Chinese 2 families
 - Russian 4 families
 - Spanish 3 families
 - Korean 2 family
 - Polish 1 family
 - Urdu 1 family
- Sixteen families have requested Spanish, Korean, Italian, Russian speaking interpreters to be available for Parent Teacher Conferences. The ELL contact person notifies the school community about parents' interpretation needs through professional development sessions offered throughout the school year, as well as during School Leadership meetings.

Part B: Strategies and Activities

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

- School written correspondence that comes from the Chancellor's Office will be automatically downloaded in different languages and distributed to parents.
- The correspondence that comes from the school will be translated by fully licensed bilingual DOE teachers, administrators and paraprofessionals working in the school.
- Samples of the school correspondence to be translated:
 - a. Report Cards
 - b. School newsletter
 - c. Trip notices
 - d. Letters from teachers
 - e. PTA letters
 - f. School Notices

- For lower incident languages, the DOE Translation and Interpretation Unit will be contacted and translated correspondence will be sent electronically.
- All school correspondence will be forwarded to the ELL contact person at least one week prior to distribution. This will ensure that all parents who request translations are provided with appropriate and timely information in a language they can understand.

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

- The oral interpretation services will be provided for the following events:
 - a. Parent Teacher Conferences
 - b. ELL Parent Orientation
 - c. Phone calls from teachers regarding students' academic progress
 - d. IEP conferences
 - e. PTA Meetings
 - f. Parent Workshops
- Oral interpretation services will be provided by fully licensed bilingual DOE teachers, administrators and paraprofessionals working in the school.
- Funds allocated from the Translation and Interpretation Budget will be used for lower incident languages.
- Fully licensed bilingual DOE staff from the other schools will be hired for lower incident languages.
- The School will directly contact the DOE Translation and Interpretation Unit for over-the-phone translation services for IEP 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>.

- Signs in each of the covered languages will be posted near the primary entrance to school.
- Signs will indicate the availability of interpretation services.
- Signs will notify parents that copies of translated versions of The Bill of Parent Rights and Responsibilities are available in the Main Office.