

## Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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

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

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: <u>PS 7</u>	DBN: <u>19K007</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information	
The direct instruction component of the program will consist of (check all that apply):	
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy	
Total # of ELLs to be served: <u>45</u>	
Grades to be served by this program (check all that apply):	
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input type="checkbox"/> 12	

## Part B: Direct Instruction Supplemental Program Information

Total # of teachers in this program: 3

# of certified ESL/Bilingual teachers: 3

# of content area teachers: 0

Describe the direct instruction supplemental program here and include the

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

Begin description here: Subgroup #1 Math After School Instructional Program

Based on NYS Math Data and also in class Go Math Assessments is it necessary to offer our Newly Arrived/Beginner students with an after school Math Intervention class. Students will be selected based on NYS Math scores (Level 1), End of year Go Math tests and Go Math unit tests from current year. 15-20 3rd-5th grade students will make up the class and students will meet on Wednesdays and Thursdays from 2:20-4:00 p.m. The program will begin in mid November and will run through the end of March 2015. Instruction will take place in English and when necessary translation in Spanish will be made available. An ESL licensed teacher will teach this group. Materials that need to be purchased are :

- Scholastic Fast Math software license
- Math Steps workbooks/materials
- student composition notebooks
- desk top computer to use interactive Fast Math Software

Subgroup #2: Science Math After School Instructional Program

Based on NYSESLAT proficiency levels and in-house created science assessments students that are Intermediate in grades 3 and 4 and need additional support in applying subject specific content will be selected to participate in this program. The focus will be to integrate Tier 2 and Tier 3 words into their speaking and writing skills. 15-20 students across grades 3-4 will be invited to participate in this program who are at the Intermediate and Advance level. The program will begin mid November and will run through the end of March 2015. Instruction will take place in English and when necessary translation will be made available in Spanish. An ESL teacher will teach this group.

Materials that need to be purchased are:

- Kaplan Science Test Prep Materials
- Hands on Science Consumables
- Student Notebooks
- Additional on-line licenses of science software from Core Science Program
- 1 Desk top computer to access online science software and Brain Pop videos

Subgroup #3 CCSS Reading and Writing After School Program

Based on NYSESLAT proficiency levels students that are Intermediate and Advance in 5<sup>th</sup> grade and need additional support in strengthening their reading and writing skills through close reading activities, activities aligned to ELA shifts, citing evidence based details when writing, will be selected to participate in this program. 15-20 students in Grade 5 will be selected to participate in this program. The program will begin mid November and will run through the end of March 2015. Instruction will take place in English and when necessary translation will be made available in Spanish. An ESL teacher will teach this group.

Materials that need to be purchased are:

- CCLS Ready Instruction Books

## Part B: Direct Instruction Supplemental Program Information

- Student Notebooks
- Additional Licenses for Imagine Learning On-line Resources
- Desktop computer to access Imagine Learning On-Line Resources

## Part C: Professional Development

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

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

Begin description here: ESL Bilingual teacher professional development will be made available to all ELL staff. Teachers will be afforded opportunities to discuss latest research, best practices, materials, standards, instructional strategies and alignment to Common Core State Standards, ELA Shifts, and the application of ESL methodologies. The philosophy of ELL Instruction for grades 3, 4, 5 is best articulated in the CALLA approach (Cognitive Academic Language Learning Approach). This approach focuses on academic and linguistic development of the target language and is used during the school day, after school, and push in and pull out programs. Best approaches will be assigned to support the ELL student and staff needs including professional development, best approaches methodology, data analysis with goal setting, comprehensive needs, intervisitations, questioning and discussion techniques, incorporating thinking maps, informal and formal assessment, parental involvement, compliance issues, preparation for the NYSESLAT, and program design. Study groups conducted by administrators, consultants, and ESL coordinator will support the teaching of ELLs in the English Language classrooms. Professional development is coordinated by the Professional Development Team consisting of teachers, principal, assistant principals and UFT chapter leader who will collaborate on combining ideas on effective planning for teachers, on different ways to assess students, promote discussion, and engage students.

Professional Development will take place on Mondays during the 80 minutes at the end of the school day, consultant in class coaching and feedback sessions, and meeting as the ESL Team once a month. Monthly ESL Team 90 minutes sessions will be facilitated by Assistant Principals, Instructional leaders, ESL teachers and will focus on implementation of new research based ESL strategies.

Some of the topics to be covered are:

- Comprehension - based Approach and Total Physical Response
- Language Development in students with an IEP
- Integration of Vocabulary Strategies such as Shades of Meaning
- Thinking Maps to make thinking visible
- Alignment to CCSS
- Evidence based teaching in content area: math, science, social studies, technology
- 21<sup>st</sup> century tools in the ESL classroom

Those responsible for providing the training are:

- Administration
- Literacy Staff Developer
- ESL teacher
- CITE Consultant
- Network Specialists
- ESL Consultant from Fordham University

**Part D: Parental Engagement Activities**

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

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

Begin description here: As outlined in our Parent Learning Opportunities Calendar, parent workshops will focus on:

-Accessing Parent Links

-Positive Parenting Skills

-How to promote healthy eating habits for healthy living

-Using native language to support struggling learners in science, ela, and math

-Unpacking the NYS ELA/Math/Science/NYSESLAT assessments

-Building self esteem

-How to help with homework

-Accessing on-line components of literacy and math programs

-ELA and Math Shifts

-Engaging with EngageNY

All written communications being sent home in English will be translated. Parent calendars will be sent home every month and telephone messaging system will place reminder phone calls to parents.

Interpreters will facilitate communication with parents in native language through translation ear phones.

Parent workshops will be available during the school day and at 2:30 on Tuesdays. A minimum of 4 workshops will be scheduled per month based on the in-house needs assessment survey all parents completed at the beginning of the year. Parent workshops will be facilitated by Staff Developers, ESL teachers, Content Specialists, and Administration. Each workshop is scheduled for 60-90 minutes. At the beginning of each month Parent Calendars will be sent home informing parents of future workshop topics.

**Part E: Budget**

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

Allocation Amount: \$21060

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

**Part E: Budget**

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

Allocation Amount: \$21060

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

**2014-15  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**DBN: (i.e. 01M001): 19K007**

**School Name: P. S. 7**

**Principal: Carolyn Noel**

## Comprehensive Educational Plan Outline

**Section 1: School Information Page**

**Section 2: School Leadership Team (SLT) Signature Page**

**Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)**

**Section 4: CEP Overview**

**Section 5: Needs Assessment, Annual Goals and Action Plans**

- **Section 5A Capacity Framework Element - Rigorous Instruction**
- **Section 5B Capacity Framework Element - Supportive Environment**
- **Section 5C Capacity Framework Element - Collaborative Teachers**
- **Section 5D Capacity Framework Element - Effective School Leadership**
- **Section 5E Capacity Framework Element - Strong Family-Community Ties**

**Section 6: Academic Intervention Services (AIS)**

**Section 7: Title I Program Information**

**Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)**

**Section 1: School Information Page**

**School Information**

School Level: Pre-K-5 School Number (DBN): 19K007  
School Type: Elementary Grades Served: PK-5th  
School Address: 858 Jamaica Ave  
Phone Number: (718)647-3600 Fax: (718)827-4004  
School Contact Person: Melissa Casiano-Otero Email Address: MCasian@schools.nyc.gov  
Principal: Carolyn Noel  
UFT Chapter Leader: Christina Martin  
Parents' Association President: Louise DeMonte  
SLT Chairperson: Melissa Casiano-Otero  
Student Representative(s): \_\_\_\_\_

**District Information**

District: 19 Superintendent: Joyce Stallings-Harte  
Superintendent's Office Address: 555 Pennsylvania Avenue  
Superintendent's Email Address: JStalli@schools.nyc.gov  
Phone Number: (718)240-2700 Fax: \_\_\_\_\_

**Cluster and Network Information**

Cluster Number: 2 Cluster Leader: Despina Zaharakis  
Network Number: 210 Network Leader: Joanne Brucella

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk\*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.\*\*
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Carolyn Noel	*Principal or Designee	
Christina Martin	*UFT Chapter Leader or Designee	
Louise DeMonte	*PA/PTA President or Designated Co-President	
Claudia Espinal	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	
Melissa Casiano-Otero	Member/ Teacher/Chairperson	
Rachell Garcia	Member/ Teacher/Recorder	
Desiree Conde	Member/ Teacher/Facilitator	
Rosie Otero	Member/ Elected Parent	
Miguel Navarro	Member/ Elected Parent	
Tamara Castro	Member/ Elected Parent	
Arlene Persuad	Member/ Elected Parent	
	Member/	

\*\*Signature of constituent only indicates consultation in the development of the CEP, not approval.

### Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

#### The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	<b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	<b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	<b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	<b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

## The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

#### Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

Public School Sevens school community takes great pride in providing the best educational opportunities for our students as well as workshops for parents. Administration, staff, and parents work collaboratively and are in constant communication to afford our students a safe haven, as well as a fun and engaging learning environment. This allows for experiences of sound practices to ensure that our students become productive members of society.

P.S.7's mission statement reads as follows: P.S.007K is committed to fostering learning experiences that will assist our students to achieve their greatest potential and evolve into life-long learners. Our school community acts with respect, dignity, trust and fairness towards everyone while preparing our students for college and career readiness.

Our school strengths are the collaboration amongst staff, and administrators, as well as the open line of communication between parents and the school at large. We pride ourselves in building capacity among our teachers as evidenced by their active participation as Instructional Leaders. These Instructional Leaders are comprised of a grade member and content area teachers. These teachers work hand in hand with the school community to identify trends and patterns and areas of concerns. We provide a safe environment for everyone. Another strength and accomplishment that we proudly embrace is the incorporation of our Special Education Programs/ICT classes. We are also proud of the amount of teachers that are effective and are moving towards meeting a Highly Effective rating. We are a staff that truly knows our students and provide instruction that is "tailored" to their needs and provide cognitively challenging learning opportunities. Some of the challenges that we face are within the areas of meeting the standards in ELA and Math according to City standards. The partnership between family, teacher, and student may sometimes be challenging due to language barriers or time. However, at PS 7 we embrace each other's language and provide translated workshops through headphones, translated resources, and hands-on learning activities. Parents are encouraged to participate in Parent Learning Opportunities on Tuesdays where the area of focus is both academic and social support. We have, however, shown growth with the lowest performing students making strides on the English Language Arts(ELA) exam. With targeted professional development, rigorous instruction, and collaborative teachers we will continue to demonstrate growth on both NYS assessments and closing achievement gaps.

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5A – Capacity Framework Element - Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

### Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

According to the School Quality Guide our lowest performing students showed academic growth in English Language Arts by 50.9% as compared to 38.0% population percentage. Our math was very close to the population. We had 36.4% compared to the population of 36.5%.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 50% of the lowest 3<sup>rd</sup> students in 4<sup>th</sup> and 5<sup>th</sup> grade targeted population will demonstrate progress as measured by a 3% point increase on their scale scores on the New York State ELA and MATH exam.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
We will implement *Go Math & *Journeys: All grades will continue to use these two programs as the primary curriculum to teach both math and ELA as both programs are aligned to the Common Core Learning Standards and provide multi entry points for all students to access tailored instruction. *MyOn: This reading program will be utilized by all grades to encourage students to read independently by allowing students to choose both informational and literacy text on their independent reading level on student interest. Students will be able to track their progress and will receive online instruction at their entry point in one of the following areas: phonics, phonological awareness, vocabulary, fluency, and comprehension.	All Students	9/14-6/15	Teachers Principal Assistant Principals Staff Developer Technology Coordinator

<p>*Dream Box: All students with an Individualized Education Plan will utilize the on-line Dream Box program that provides students with research based math lessons that enable students to develop both conceptual and procedural fluency. Instruction tailors every lesson based on individual learning paths to ensure that maximum learning is achieved.</p>	<p>Special Education Students/ IEP</p>	<p>9/14-6/15</p>	<p>Principal, Assistant Principals, Staff Developer, Technology Coordinator, Teachers, Paraprofessionals</p>
<p>*Imagine Learning: English Language Learners will utilize the research based online program to teach both languages and literacy aligned to Common Core Learning Standards through individualized instruction based on engaging computer software. Teachers can identify students who need help and pinpoint specific target skills to give them instant intervention support.</p>	<p>ELL(English Language Learners) Students Grades 2-5</p>	<p>9/14-6/15</p>	<p>Principal, Assistant Principals, Staff Developer, Technology Coordinator ESL Teachers ESL Coordinator</p>
<p>*Parent Workshops: Parents will participate in Parent Learning Opportunities based on analysis of parent surveys. Parent workshops will be centered on Student Academics, Emotional Well-being, and Health. Parents will receive a monthly calendar that outline teacher facilitated workshops taking place as well as opportunities for parents to visit student classrooms and engage in rigorous instruction. A minimum of three parent workshops will take place monthly.</p>	<p>Parents</p>	<p>9/14-6/15</p>	<p>Principal, Assistant Principals, Staff Developer, Teachers, Special Ed. Consultant, Social Worker, Family Assistant, Parent Coordinator</p>

**Part 4 – Resources Needed**

<p>Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Computers, School Data Specialist, School Staff Developer, Consultants (to work directly with teachers), K-2 AIS Teacher, 3-4 AIS Teacher, Read 180 Teacher, Push In Teacher (small group instruction)</p>

**Part 5 – Budget and Resource Alignment**

<p>Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.</p>									
<p>X</p>	<p>Tax Levy</p>	<p>X</p>	<p>Title I Basic</p>		<p>Title IIA</p>		<p>Title III</p>		<p>Grants</p>
<p>List below any additional funding sources that will be utilized to support achievement of the goal.</p>									
<p></p>									

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

ELA and Math Benchmark assessments will be administered in December and February. Item analysis sheets will be created aligned to Common Core Learning Standards to monitor and track student progress. Fountas and Pinnell Running Records will be administered 3 times a year (November, February, and May) to monitor student ELA progress.

**Part 6b.** Complete in **February 2015**.

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?	<b>X</b>	Yes		No
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2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### Part 1 – Needs Assessment

3.	Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
4.	Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
According to the School Quality Guide 88.6% of our parents are satisfied with the school culture which is approaching target.	

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
In order to foster higher an environment and culture conducive to learning, we will offer all students with social and emotional support daily through both the Positive Behavioral Intervention and Support(PBIS) and Cloud 9 program that will result in a decrease of 5% of student infractions on Online Occurrence Reporting System(OORS).

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust			
Workshops: The workshops support Positive Parenting. They show strategies for successful child development as well as the physical, mental, social and emotional growth of the child. The parents are also shown different ways of engaging their children through literacy, writing, and math. Topics of grade expectations, curriculum assessment and testing are also presented. Aside from learning about their child’s education, parents also have access to experts in the field.	Parents	9/14-6/15	Teachers Staff Developers
At Risk Counseling: Students are pulled out and taught different ways of managing their feelings.	Students		Crisis Intervention Teacher/Guidance
Character Education: Students are taught about sound behavior, values and principles.	Students		Guidance Counselor/Teachers

Healthy eating/Healthy lifestyle: Both students and parents are introduced to a hands on experience of preparing healthy and nutritional meals.	Parents Students		Ms. Licata/Physical Education /Wellness Committee/teachers/PTA
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**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Cook Shop, PBIS lessons, Cloud9 material, full time CIT

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA		Title III	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
10. Specify a timeframe for mid-point progress monitoring activities.				
A decrease in online occurrences will indicate progress.				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes	No
12.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5C – Capacity Framework Element - Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

### Part 1 – Needs Assessment

- |     |   |
|-----|---|
| 13. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 14. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.  |

According to the School Quality Snapshot our lowest performing students showed excellent progress in English Language Arts(ELA) exam and good progress in Math.

Weakness: According to the School Quality Snapshot we are meeting State Standards but compared to city average we are below.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Through strategic professional development there will be a 5% increase in the number of students showing an increase in lexile scale score in the 2015 math, English Language Arts(ELA) and New York State English as a Second Language Achievement Test(NYSESLAT) test scores as a result of improved teacher pedagogy.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust			
Weekly Professional Development: These professional development periods are designed to provide teachers with sound practices that should take place in the classrooms. The P.D. periods allow for teachers to build their professional knowledge in order to stay abreast the vast and changing information, testing and state standards.	All teachers	9/2014-6/2015	Staff Developer, teachers, support staff, administrators
*Targeted ESL Professional Development: ESL self-contained and pull out teachers will receive in class coaching and feedback from our Fordham University Consultant. Emphasis was placed on guided reading and teaching specific text features that create pathways for greater language acquisition. Teachers will meet with	ESL Teachers	9/2014-12/2014	Fordham University Consultant

consultant weekly and receive differentiated Professional Development based on classroom observations and observational feedback.			
PD strategies to address the needs of Students With Disabilities	All Teachers	9/2014-12/14	CITE Consultant
*Curriculum Mapping: Generation Ready Consultant worked with Instructional Leaders to create Unit Maps that were rigorous, teacher friendly, aligned to Common Core Learning Standards, aligned to Journeys curriculum and also questioning and discussion which is our Instructional Focus. ELA shifts are evident in all maps and consist of cognitively challenging activities that result in deeper understanding of complex text. Maps were shared with all grades to get input and based on maps, differentiated lesson plans per classroom are created.	All Teachers	9/14-12/14	Generation Ready Consultant
*Parents of Students With Disabilities Involvement/Engagement: Workshops will address the academic, social and emotional needs of students. The workshops will serve as a platform for parents concerns and ways of helping their children.	Parents	9/2014-6/2015	Special Education Consultant
*Workshops/Meetings for parents: Workshops offered to parents that address the academic needs of students as well as social needs. There are also workshops that show parents how to engage their children with fun learning activities and places that can be visited around the city. They are also taught and exposed to the great tools of technology.	Parents	9/2014-6/2015	Staff Developers, Guidance Counselor, Teachers, Technology coordinators

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Consultants, Staff Developer, Danielson Framework, Common Core Standards, Instructional Lead Teachers

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
20. Specify a timeframe for mid-point progress monitoring activities.

\*ELA/Math Benchmark assessments will be administered in December and February. Item analysis sheets will be created aligned to Common Core Learning standards to monitor and track student progress.

\*Fountas & Pinnell running records will also be administered three times a year (November, February and May) to monitor student ELA progress.

**Part 6b. Complete in February 2015.**

21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	<b>X</b>	Yes		No
22.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5D – Capacity Framework Element - Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

### Part 1 – Needs Assessment

- |     |  |
|-----|--|
| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.   |

According to School Quality guide in the school survey- instructional core our school resulted in 90.7% which is meeting target. Our structures for improvement are at 86.4% which is approaching the target.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, all eligible teachers will be observed using the Danielson Framework for Teaching. The will receive feedback that will result in 75% of teachers receiving effective or highly effective for components of 3b.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
Professional Development: These professional development periods are designed to provide teachers with sound practices that should take place in the classrooms. The P.D. periods allow for teachers to build their professional knowledge in order to stay abreast the vast and changing information, testing and state standards.	All Teachers	9/14-6/15	Staff Developer, Instructional Lead Teachers
Professional Development: : Generation Ready Consultant worked with Instructional Leaders to create Unit Maps that were rigorous, teacher friendly, aligned to Common Core Learning Standards, aligned to Journeys curriculum and also questioning and discussion which is our Instructional Focus. ELA shifts are evident in all maps and consist of cognitively challenging activities that result in deeper understanding of complex text. Maps were shared with all grades to get input and based on maps, differentiated lesson plans per classroom are created. The instructional Leads	Instructional Leads	9/14-6/15	Teacher Development Coach

then turnkey the information to each respective grade.			
Professional Development: Parents of Students With Disabilities Workshops will address the academic, social and emotional needs of students. The workshops will serve as a platform for parents concerns and ways of helping their children.	Special Education and ESL Teachers	9/14-12/14	CITE Consultant
Professional Development: ESL self-contained and pull out teachers will receive in class coaching and feedback from our Fordham University Consultant. Emphasis was placed on guided reading and teaching specific text features that create pathways for greater language acquisition. Teachers will meet with consultant weekly and receive differentiated Professional Development based on classroom observations and observational feedback.	ESL Teacher	9/14-12/14	Fordham University Consultant

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Consultants, Common Planning Periods ,Teacher Intervisitation Schedule

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA		Title III	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
30. Specify a timeframe for mid-point progress monitoring activities.				
*Administration Observations and Feedback				
*February 2015				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes	No
32.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5E – Capacity Framework Element - Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

### Part 1 – Needs Assessment

- |     |   |
|-----|---|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.  |

We will create more opportunities for parents to feel welcome into our school building for parent workshops and also to see their children engaged with rigorous instruction both through individual classroom celebrations and grade celebrations.

- Strengths:
1. Communication with families – Echalk, Emessenger, Monthly Calendars, Teacher Newsletters
  2. Opportunities for parents to engage in school activities – Workshops, Nutrition Classes, Parent Volunteers, Class Parent Mystery Reader, Libraries Build Learners Grant
  3. Cool Culture

Need: Improve parent participation in activities

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

On average, parent workshops and activities had about 20 parent participants. We reflected on the 2013/2014 Parent Engagement opportunities. By June 2015, the average will increase by 10%.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
*Flexible Time/Scheduling to increase parent participation: Parent learning opportunities will be made available at various times of the day to accommodate all parents(morning, afternoon, and in the evening during PTA meetings). We will also create a parent resource table that will contain resources for parents to take home	*Parents	1/15	PTA/Staff

that were unable to attend workshops. As well as take home activities for parents to support their children at home. This resource table will contain resources in both English and Spanish. Translation will be available at all workshops.			
*Increase business ties: We will work closely with Capital One Bank and the Cypress Hills Organization to provide our parents with real life skills that are necessary for daily success such as banking, nutrition, resources found in your local library, and law enforcement. The information learned from these workshops will assist parents in making informed decisions in all aspects of daily life that will impact the quality of life of their children.	*Business	1/15	PTA/Staff
*P.S.7 Parent University: Parents completed a survey in September 2014 where they identified their needs in order of priority. Several parents mentioned that they simply didn't spend that much time with their children because they had to work many hours. We have organized a series of workshops for parents that focus on banking and financial literacy, how to save for college, making investments, and different services that are offered at a bank. We will also focus on nutrition and exercise, immigration laws, and positive parenting.	*Parents	1/15	PTA
*Sub group targeted family workshops will be held once a month for parents of students with disabilities and English Language Learners where helpful strategies will be shared by teachers, consultants, and staff developers. These workshops will help parents build support throughout the building and also network with parents who are going through similar situations. At the end of the year the parents that have attended regularly will be invited to a parent Luncheon where they will share out how these programs have been a positive impact in their lives.	ESL/Special Education Parents	9/14-6/15	Consultants, Staff developer, teachers, support personnel

#### **Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- \*Surveys – What do parents want to learn more about?
- \*Letters to businesses
- \*Consultants
- \*Staff Developer

#### **Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 40. Specify a timeframe for mid-point progress monitoring activities.

Parent attendance sheets will indicate 22 parents or more present at planned activities.

**Part 6b.** Complete in **February 2015.**

41. Did the school meet the mid-point benchmark(s) in the timeframe specified?	<b>X</b>	Yes		No
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42. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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**Section 6: Academic Intervention Services (AIS)**

***(Required for All Schools)***

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	<ul style="list-style-type: none"> <li>*Letter recognition and sounds</li> <li>*Running records: Independent/ Instructional level</li> <li>*Analyze ELA data</li> <li>*Bottom 1/3</li> <li>*Teacher Input</li> </ul>	<ul style="list-style-type: none"> <li>*Foundations:phonics</li> <li>*Leveled Literacy</li> <li>*Read 180</li> <li>*System 44</li> <li>*Repeated readings</li> <li>*Comprehension</li> <li>*Vocabulary Development</li> <li>*Anchor videos</li> <li>*Computer program</li> <li>*Interactive writing</li> </ul>	<ul style="list-style-type: none"> <li>*Small group</li> <li>*One-to-one</li> <li>*Tutoring</li> <li>*Computer</li> </ul>	<ul style="list-style-type: none"> <li>*45 minutes each day</li> </ul>
<b>Mathematics</b>	<p>ELL students in grades 3-5 were selected to participate in this program. Only newly arrived and beginner students as determined by 2014 NYSESLAT scores and teacher judgment were selected</p>	<ul style="list-style-type: none"> <li>*Common Core State Standards: "I can statements" in math will be used to drive this instruction</li> <li>*Math Steps resources will be used as well as manipulatives</li> </ul>	<ul style="list-style-type: none"> <li>*Small groups</li> </ul>	<ul style="list-style-type: none"> <li>*Wednesday and Thursdays from 2:20-3:50 p.m.</li> <li>*Program runs from December 2014 – April 2015.</li> <li>*Students also receive math instruction in Spanish as a pull out program.</li> </ul>
<b>Science</b>	<p>ELL students in Grade 4 were selected to participate in this program. Only Beginners and Intermediate students as determined by 2014 NYSESLAT scores were selected.</p>	<ul style="list-style-type: none"> <li>*Hands on experiences to promote vocabulary development.</li> <li>*Interactive and Shared Writing</li> <li>*CCSS aligned to Kaplan resources will be aligned to students learning</li> </ul>	<ul style="list-style-type: none"> <li>*Small groups</li> </ul>	<ul style="list-style-type: none"> <li>*Wednesday and Thursdays from 2:20-3:50 p.m.</li> <li>*Program runs from December 2014 - April 2015.</li> </ul>

		styles and readiness to provide students with instruction at their entry points.		
<b>Social Studies</b>	NA	NA	NA	NA
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	*Teacher's Referral	*Counseling	*Small Group *One-to-one	*During school day

## Section 7: Title I Program Information

**Directions:**

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

**Part 1: Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>x</b>	<b>Schoolwide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>Non-Title I</b>

**Part 2: All Title I Schools**

**2a. Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> <li>Mentors are assigned to support struggling teachers</li> <li>School website to attract potential highly qualified teachers</li> <li>Existing teacher references</li> <li>Conversations with local colleges and universities</li> </ul> <p>To maintain High Quality Teachers(HQT), English Language Learner(ELL) teachers will share best practices with colleagues in an effort to enhance English Language Learners progress within the classroom. Also, inter-visitations are scheduled so that teachers may observe their colleagues and note English Language Learners best practices.</p> <p>To maintain High Quality Teachers(HQT), teachers will be showcased who have shown progress using data. Also, inter-visitations are scheduled so that teachers may observe their colleagues and how they differentiate when it comes to meeting the students' goals in the Individualized Education Plans(IEPs).</p>

**2b. 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).
<p>High quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet the Common Core State Standards entails similar strategies and techniques as teaching to meet the needs of all students. Professional development should be planned and organized to meet the needs of the teachers as classroom teachers or content teachers. This involves preparing a survey or intake questionnaire in which teachers have the opportunity to share what they feel they need more professional development in to better meet the needs of their students and to hone their instruction. (Danielson's Domain 4) The same survey can be distributed to paraprofessionals as well. Once determined, professional development should be planned to address the needs, while being differentiated based on those needs, on student population (ELLS/Special Needs), and levels of experience. The participants must then have the opportunity to then apply what was learned, discussed, and shared and then to have feedback on the practice. This cycle will allow for development and will then directly positively impact student growth.</p>

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

### **3b. 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).

## **Part 4: SWP Schools Only**

### **4a. 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.).

Preschool students are exposed to the Pre-K Common Core State Standards. Teachers are involved in the curriculum mapping process and Professional Development through the school and network. The Pre-K social worker and family worker together provide parental learning opportunities to the families every month. These workshops are focused on academic, social, and emotional growth whose goal is to maintain parents updated on current practices. Parents are also invited to Parent Learning Opportunities that are school wide so as to begin to immerse themselves in topics that are not specific to Pre K such as , safety, how to help your child with homework through native language, and how to use technology as a support at home. Students participate in “A Day in the life of a Kindergartner” where they spend a day in a kindergarten classroom and are introduced to routines and procedures specific to Kindergarten.

### **4b. 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.

The curriculum team and instructional leads meet regularly to discuss Measurement of Student Learning (MOSL) and in- house assessment opportunities. The Journeys and Go Math programs provide targeted assessments based on the curriculum and Core Curriculum State Standards. These assessments provide students with opportunities to construct open responses, answer short response questions and complete multiple-choice questions. Teachers share input with their respective grade as to formatting the weekly essential question to ensure that it is a text dependent question that mirrors ELA prompts The inquiry teams along with the coaches, analyze the data collection from multiple sources and plan specific Professional Opportunities based on findings to improve teacher practice and student learning. In Pre-K teachers, paraprofessionals and administration meet to discuss assessments that were available for Pre-K. Teachers selected to incorporate Cor Advantage as their formative assessment. COR Advantage is a birth-to-kindergarten assessment that assists teachers in supporting children at every developmental level — including children who are English Language Learners and those with special needs. It also provides administrators with more comprehensive reporting options to guide program planning and staff development. This assessment is anecdotal based and monitors student progress. Teachers enter anecdotal and scores online and track and group students for future learning. Teachers received professional development on line through both online webinars and archived webinars.

**4c. “Conceptual” Consolidation of Funds in SWP Schools**

**Directions:** All School wide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a School wide Program school must identify in its School wide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated School wide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s School wide Program, the amount each program contributes to the consolidated School wide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to School wide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal	\$864,814	x	
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal	\$21,060	x	
Tax Levy (FSF)	Local	\$4,700,106	x	

**<sup>1</sup>Explanation/Background:**

Title I School wide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, School wide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a School wide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a School wide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the School wide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a School wide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a School wide Program school has the use of all consolidated funds available to it for the dedicated function of operating a School wide Program without regard to the identity of those funds.

Consolidating Federal funds in a School wide Program has the following additional advantages:

1. Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
2. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

## Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

*(Required for All Title I Schools)*

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

---

### **Public School Seven Statement of Parent Policy**

Public School Seven is committed to developing and implementing a parent policy that fosters a partnership between the home, school and community. P.S.7 commits to the following:

- \_The school will join parents in providing for the health and safety of our children, and in the maintenance of a home environment that encourages learning and positive behavior in schools. The Department of Education Discipline Code and Code of Conduct will be distributed to all families. P.S. 7 will hold monthly safety committee meetings to help maintain a safe environment that is conducive to learning. A parent Open House meeting will take place in October to offer opportunities to ask questions related to arrival/dismissal procedures and General Response Protocols. Youth officers of the 75th Precinct will be invited to all safety meetings. The school will provide training and information to help families understand their children's development and how to support the changes the children undergo.
- \_The school will reach out to provide parents with information about school programs and student progress. This will include our annual Open House in September, phone calls, report cards, parent conferences, as well as new information on topics like school choice. Grade checklists will be provided to parents in order to make them aware of what the expectations are. Communication will be in a form that families find understandable and useful. Parent workshops will be translated to Spanish through translation headphones. All correspondence sent home would be translated to Spanish. Our Comprehensive Education Plan will be available in the Parent Teacher Association (P.T.A.) office. Parents on the leadership team will be able to turnkey curriculum information to parents who have questions on what their child is learning.
- \_At an Open House, the parents of English Language Learners/Limited English Proficiency (ELL/LEP) students will receive an orientation session on state standards assessment program, portfolios, school expectations and general program requirements for bilingual education and/or freestanding ESL programs. Parents of students who master the Proficient proficiency level based on 2014 NYSESLAT will be invited to an annual breakfast celebration to celebrate their success.
- \_Parents can make a significant contribution to the environment and functioning of our school. Our school will encourage parent volunteerism and make every effort to match the experience and talents of our parents to the needs of the school. A parent volunteer survey will be distributed and we will be able to identify the parents who can assist and how. Also, we will make parents aware that the P.S. 7 parent volunteer program is a structured as well as a flexible program. Parent volunteers will create a schedule with Parent Coordinator so that they can be assigned as per area of need.
- \_ \_With the guidance and support of the school, family members can assist their children with homework and other school related activities. Our school will encourage parents to join in learning activities at home

(library cards, home reading corner, Parent Teacher Association (PTA) resource centers, MyOn reading, book sales, following directions, reading recipes, etc.). Our literacy and math coaches will conduct parent workshops to help parents acquire study skills they can use with their children. K-2 students will receive Home/School folders and Third, Fourth and Fifth graders will receive agenda books to help improve parent/teacher daily communication. Parent workshops will focus on developing healthy homework practices and will be offered to the entire school community. Parents will be invited to participate in school celebrations such as the Mystery Reader program, Open school week, and Dad's bring your children to school day. All of these events will provide a lens for parents to experience CCSS curriculum in the child's classroom.

- \_The school will work to assist parents in having meaningful roles in the school decision-making process. The school will provide parents with training and information so they can make the most of this opportunity. Monthly School Leadership Team meetings will be held for all interested parties to attend. Parents who are members in the leadership team will participate in professional development to better help them conduct in-house PASS reviews, assess portfolio work, review the Technology plan and utilize the school's Comprehensive Educational Plan. Parent concern forms will be kept in the main office for parents who have any and all concerns. The concern forms will be forwarded to the appropriate staff that will contact the parent within 24 hours of receipt.
- \_The school will help parents gain access to support services by other agencies, such as health care, Academic Intervention Services (AIS), and childcare programs. A list of referrals to community resources and agencies will be kept in the offices of the guidance counselor, Crisis Intervention Teacher, Academic Intervention Service teachers. Parent coordinator will meet with members of the community to offer financial literacy workshops and social needs workshop based on school needs.
- Parents will be encouraged to attend monthly P.T.A. meetings. When necessary, translators will be available, so those parents will understand all of the proceedings at PTA meetings. Additional accommodations will be made for parents with disabilities so that they too can attend meetings.
- Through the efforts of the Parent Coordinator, the PTA President with CFN support, an outreach will be made to parents of students in temporary housing (STH) so that these families will be involved in all parent/school activities.
- Parents will be invited to attend culminating celebrations marking their child's success at the school. Grade assemblies will be held to celebrate academics and the arts at our school.
- Student of the month celebrations will be held in conjunction with PTA meetings and an Awards Assembly will be held at the end of each year.
- School publications (i.e. pamphlets, newsletters, and letters to parents) and monthly parent learning opportunities and calendar will be used to apprise parents of important upcoming events including testing dates, school events and open school. Agenda books for third, fourth and fifth graders will be an additional way to inform parents of upcoming events.
- Parents can stay in constant communication with the school through EChalk and the ARIS Parent Link.
- English as a Second Language (ESL) and Special Needs monthly parent workshops will take place. Parent workshops will focus on basic educational concerns, health care, and financial planning.

### **Professional Development:**

Monthly professional development for parents provided by CFN, coaches and parent coordinators. This professional development will focus on school life for students, curriculum standards, assessments, and health and medical issues for families.

**Professional Development** is provided by professionals at monthly PTA meetings in areas of health, school curriculum, assessment and other matters pertaining to family social and educational issues.

**Professional Development** is provided for parents on the School Leadership Team (SLT) in order to assist team members in making informed decisions about school matters. Our chairperson will help to explain the budget and how it affects and coincides with our Comprehensive Educational Plan.

**ELL Professional Development:** Monthly ESL/Bilingual professional development will be made available to all parents of ELLs. Parents will be afforded opportunities to learn about NYS-ESL standards, instructional strategies and NYS and NYC assessments given to their children.

**Students with disabilities/Professional Development:** Monthly professional development will be made available to all parents of students with disabilities. Parents will be afforded opportunities to learn about NYS standards, instructional strategies and NYS and NYC assessments given to their children. Parent workshops will be facilitated by CITE consultants.

### **Annual evaluation of the Parent Involvement Policy**

At the end of each year, the school's parent involvement policy will be evaluated for its usefulness in meeting the needs of all parents of students at the school. This evaluation will be coordinated with the executives of the PTA and the school's parent coordinator and administration. The book, *School, Family, and Community-Techniques and Models for Successful Collaboration* by Michael J. Dietz, will be utilized to guide us in evaluating our current parent volunteer program.

### **School-Parent Compact (SPC)**

**P.S.7**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

**Public School Seven  
858 Jamaica Avenue  
Brooklyn, New York 11208  
718-647-3600/718-827-4004  
2014/2015**

### **Title I School-Parent Compact Framework**

**The school and parents working cooperatively to provide for the successful education of their children agree:**

#### **P.S. 7K will:**

**P.S. 7**, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2014/15.

#### **P.S. 7 will:**

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet the State's student achievement standards as follows:
- Hold parent-teacher conferences (4 times a year as outlined by Chancellor Farina in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, these conferences will be held: September 2014, November 2014, March 2015 and May 2015.
- Provide parents with frequent reports on their children's progress.
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

- During teacher preparatory periods.
- During Parent Tuesdays by appointment from 2:30-3:00 p.m.
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

**Parents may join the Learning Leaders Program to be fully trained and have access to volunteer inside our classrooms. Parents who are not trained may contact the Parent Coordinator.**

- Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
- Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
- Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
- Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
- Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

**The Parent/Guardian will:**

Support their children's learning by:

- Promoting positive use of my child's extracurricular time
- Monitoring attendance and lateness
- Making sure that homework is completed daily
- Monitoring amount of television their children watch
- Volunteering in my child's school
- Participating as appropriate, in decisions relating to my children's education.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the School Leadership Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

**The Student will:**

**Student Responsibilities:**

I, as a student, will share the responsibility to improve my academic achievement and achieve the State's high

standards. Specifically, I will:

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Attend school regularly and arrive on time.
- Follow school rules and be responsible for my actions.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

**SIGNATURES:**

<b>SCHOOL</b>	<b>PARENT (S)</b>	<b>STUDENT</b>
<b>DATE</b>	<b>DATE</b>	<b>DATE</b>

(Please note that signatures are not required)

**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 [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

District <b>19</b>	Borough <b>Brooklyn</b>	School Number <b>7</b>
School Name <b>Abraham Lincoln</b>		

### B. Language Allocation Policy Team Composition [i](#) 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 <b>Carolyn Noel</b>	Assistant Principal <b>Barbara Tartamella</b>
Coach <b>Fredlyn Arencibia</b>	Coach
ESL Teacher <b>Elaine Vasquez</b>	Guidance Counselor <b>Debora Rocha</b>
Teacher/Subject Area <b>M. Casiano/Science/Math/Art</b>	Parent <b>Sonia Bonilla</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Ana Serrano</b>
Related Service Provider <b>type here</b>	Other
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### 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.	<b>8</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>1</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>1</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>3</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>1073</b>	Total number of ELLs	<b>172</b>	ELLs as share of total student population (%)	<b>16.03%</b>
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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														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)	1													1
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Pull-out	2	3	3	6	4	6								24
self-contained	0	1	1	1	1	1								5
<b>Total</b>	<b>3</b>	<b>4</b>	<b>4</b>	<b>7</b>	<b>5</b>	<b>7</b>	<b>0</b>	<b>30</b>						

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	172	Newcomers (ELLs receiving service 0-3 years)	134	ELL Students with Disabilities	20
SIFE	4	ELLs receiving service 4-6 years	37	Long-Term (completed 6+ years)	1

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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	134	4	12	37	0	8	1			172

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	<b>134</b>	<b>4</b>	<b>12</b>	<b>37</b>	<b>0</b>	<b>8</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>172</b>
Number of ELLs who have an alternate placement paraprofessional: <u>1</u>										

**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	23													23
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	<b>23</b>	<b>0</b>	<b>23</b>											

\*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	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

**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	0	27	28	28	30	28								141
Chinese			2											2
Russian														0
Bengali		1			1	1								3
Urdu														0
Arabic			1		2									3
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>28</b>	<b>31</b>	<b>28</b>	<b>33</b>	<b>29</b>	<b>0</b>	<b>149</b>						

## 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)	18	5	3	7	9	9								51
Intermediate(I)	0	14	12	6	10	8								50
Advanced (A)	3	7	17	14	17	13								71
Total	<b>21</b>	<b>26</b>	<b>32</b>	<b>27</b>	<b>36</b>	<b>30</b>	<b>0</b>	<b>172</b>						

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>	18	5	3	4	8	8							

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	I	0	14	12	5	10	8							
	A	3	7	17	12	27	13							
	P	1	5	2	4	3	11							
READING/ WRITING	B	18	5	3	4	8	8							
	I	0	14	12	5	10	8							
	A	3	7	17	12	27	13							
	P	1	5	2	4	3	11							

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	26	3	1	0	30
4	14	5	0	0	19
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	25		6		3		0		34
4	11		10		0		0		21
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	4		8		7		2		21
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

**After reviewing and analyzing the assessment data, answer the following:**

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
P.S. 7 uses the following assessments to identify early literacy skills for ELLs:
  - Fountas and Pinnell
  - Journey's Diagnostic assessments

- c. Citywide performance tasks
- d. LAB-R for newly arrived ELLs

These assessments identify both areas of strengths and weaknesses. The data is analyzed and used to decide instructional programs, teachers, resources and materials. Presently, P.S. 7 has the following instructional programs:

- ESL Pull-out
- Transitional bilingual
- Self-contained ESL classes
- Small group instruction
- Saturday Academy
- Extended Day
- 37.5 minute morning intervention
- Read 180

The trends and patterns revealed by the data are that the lower grades fare lower in listening, reading and writing. As a result, for the lower grades, they are invited to participate in our 37.5 minutes morning intervention program. The programs used during that time are FUndations, the Write-In Reader, Read Alouds, and an additional writing component. The upper grades tend to score lower in reading and writing; therefore, they too are invited to our morning intervention program. During that time, students work on reading passages in content areas to reinforce skills and strategies. ELLs are also invited to our Extended Day Academy where they focus on grammar, reading, and writing that aligns to the data findings.

In ordering literacy materials for our Journeys program, we included language support cards for vocabulary developemtn, as well as ELL leveled readers with visual support for developing vocabulary. Books align to the themes and content for whole group instruction. For writing, teachers utilize different graphic organizers and performance based tasks for all grades.

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

Upon analyzing the data, we discovered the following;

LAB-R:

Mostly kindergarten aged students who score at beginner level

NYSESLAT:

- Lower Grades performed low in listening, reading and writing
- Upper Grades-lowest performing scores are in reading and writing

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 [AMAQ tool](#))

The following instructional decisions were made based on the NYSESLAT scores;

- a. All ESL classes will integrate the use of technology. Teachers will share various websites that address meeting the needs of ELLs.
- b. The implementation of a new literacy program that has an ESL component.
- c. All ELLs are invited to attend morning intervention, extended day and Saturday Academy.
- d. Two ESL teachers and an F-Status position were created to provide small group pull-out services organized by students' levels of proficiency.

These decisions are made by our Data Specialist, ESL Coordinator, Administration and Instructional Leaders per grade.

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

The patterns we have found that are consistent are the lower grades score at beginner level, while the upper grades tend to score more at the advanced proficiency level. We are awaiting the results of the ELL Periodic Assessment for the current school year.

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](#).)  
We use the data to analyze commonalities and to create small groups based on areas of need. Also, to create intervention periods, ie. 37.5 morning intervention.
6. How do you make sure that a child's second language development is considered in instructional decisions?  
Based on various assessments, both formal and informal, including observations.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?

- b. What is the level of language proficiency in the second (target) language for EPs?
- c. How are EPs performing on State and City Assessments?

Based on parent choice, P.S. 7 does not currently offer a dual language program.

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

Our school has just adapted new programs in both literacy and math, and therefore are unable to evaluate the programs' success as of yet. However, both programs offer weekly assessments, as well as benchmarks and performance tasks.

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

Upon initial registration, all parents or guardians are required to complete a Home Language Identification Survey (HLIS). This survey is completed by the parent with the assistance of our licensed ESL teacher, Ms. E. Vasquez. Assistance is also provided to parents in Spanish. As per the Aspira Consent Decree and Part 154, a licensed pedagogue conducts an informal interview with the parent and new students entering the school system in both English and their native language. The HLIS is then reviewed by a licensed ESL teacher, Ms. Vasquez, to determine if there is another language spoken in the child's home. If the home language is other than English, the child is found eligible for the Language Assessment Battery Revised (LAB-R). The LAB-R is then administered by a licensed pedagogue, Ms. Vasquez or Ms. Delle. If the child does not pass the LAB-R, the Spanish LAB-R is then administered by Ms. Vasquez to those students whose native language is Spanish. Parents are then notified in writing of the testing results, and invited to attend a Parent Orientation where they will select their child's program. This process is completed within ten days of enrollment.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

After being tested and the child is identified as an English Language Learner, an entitlement letter is then sent home to parents in English and Spanish to inform them about their child's identification. At that time, parents are sent an invitation letter home inviting them to attend a Parent Orientation, where the parent will learn about the three bilingual programs offered by the NYC Public School System. At this orientation, parents are given the option to select the program they wish their child to attend. This process takes place within ten days of the child entering into the school. Every effort is made by teachers, ESL staff and Parent Coordinator to reach parents by letter, phone and at arrival/dismissal times so that they are made aware of the program choices. Parent Orientations are conducted by our ESL Teachers, Ms. Vasquez and Ms. Delle, as well as our Assistant Principal, Ms. Abrego, and our Parent Coordinator, Ms. Perez who also translate orientation information in Spanish. Orientations take place in the mornings immediately after student arrival, as well as prior to dismissal, as parents are dropping-off and picking-up their child to and from school. Parent Orientations are also administered on an appointment basis at the convenience of the parents schedule. In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. Parents view a parent information video online where program placement options are presented with clarity and objectivity. This parent orientation video is available in nine languages. This video gives a detailed description of the three program choices (TBE, Dual Language, ESL). Parent brochures are disseminated in their native language to enrich the understanding of each available program. Parents complete the Parent Survey and Program Selection forms, and the school will conform to the parental choice selections. The parents are then given options to select what program their ELL child will participate in for the academic year 2013-2014 through the completion of the Parent Survey. All forms are collected by our licensed ESL Coordinator at the orientation, or after a scheduled consultation meeting with a licensed ESL pedagogue. All forms are copied and then placed in the child's cumulative record, and a copy is kept on file with the pupil accounting secretary in our main office. Parent Orientations are conducted twice a week by our licensed ESL Coordinator, Ms. Vasquez, during the firsts two months of the school year, and periodically as needed thereafter. Should parents select a program that is currently unavailable in our school, we inform them of their right to transfer their child to another school which offers the program. We also give them the option

to place their name and telephone number on a list to be called should we receive 15 or more parent requests for a program amongst two consecutive grade levels.

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

After students are identified by the RLER report as eligible to be tested in the LAB-R, students are tested by licensed pedagogues. If students' results find them eligible for ESL services, parents are sent home an entitlement letter and an invitation letter by the ESL Coordinator, Ms. Vasquez, inviting them to attend a Parent Orientation, where the parent will learn about the three bilingual programs offered by the NYC Public School System. At this orientation, conducted by our ESL Coordinator, parents are given the option to select the program they wish their child to attend by completing a Parent Survey and Program Selection form. The original forms are placed in each students' cumulative record by Ms. Vasquez, and copies are kept on file in the main office with the Pupil Accounting Secretary, Ms. Mitjans. This process takes place within ten days of the child entering into the school. Every effort is made by teachers, ESL staff and the Parent Coordinator, Ana Perez, to reach parents by letter, phone and at arrival/dismissal times so that they are made aware of the program choices. Parent Orientations are conducted in the mornings immediately after student arrival, as well as prior to dismissal, as parents are picking-up their child to and from school. Parent Orientations are also administered on an appointment basis at the convenience of the parents schedule.

In addition to the newly entitled ELLs, current ELLs are identified by the RLAT as eligible to continue receiving ESL services. Once identified, a Continued Entitlement letter is sent home to each parent by our ESL Coordinator, Ms. Vasquez, where parents will select which program they would like their child to continue to receive services. Once returned, these Continued Entitlement letters are kept in a folder in the ESL Compliance binder.

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.

After parents have completed a parent survey and selected the program they wish their child to attend, forms are evaluated by our ESL Coordinator. The parent choice is updated in the ELPC screen on ATS within 20 days of enrollment. Placement letters are sent home by our ESL Coordinator, notifying the parent of which program their child has been placed. Copies of the letters are also placed in the ESL Compliance binder along with COntinued Entitlement letters for current ELLs. Students are then placed in their program based on the parent's choice (TBE/ESL). Parents who have chosen the Dual Language Program will be notified at the orientation that our school does not offer the program; however, they will be instructed by our ESL and Parent Coordinator on ways to survey the community or contact public officials on how to organize and make the Dual Language program available in the community.

Once placed in a program, all ELLs are administered the NYSESLAT proficiency exam to evaluate their level of English proficiency. This test is administered annually until the student scores at a level of proficiency in English. Students to be tested are identified by the RLAT report printed on the ATS system. A testing schedule is put into place by the ESL Coordinator and Testing Coordinator during the NYSESLAT testing window to ensure that all four components of the test are administered to all ELLs. Make-up dates are also provided for students who are absent during the testing period. The school uses the results of this test to determine continued placement, as well as the amount of time for ELA/ESL instruction, and which modalities to target for ELA and ESL instruction. NYSESLAT result reports are sent home to parents in September with an explanation of their child's NYSESLAT results. In addition, parents are also sent a translated Continued Entitlement letter, where parents indicate the program they wish their child to continue (TBE/ESL). Students are placed according to their parent choice. These entitlement letters are collected and stored by our ESL Coordinator, along with Parent Surveys.

The current trend for parent choice for newly admitted students is the Transitional Bilingual Program. Our largest population of newly identified ELLs are currently in kindergarten. Because our school offers a TBE program in kindergarten, most of our students are able to be placed in their parents' program of choice. For those parents who have selected the TBE program in the third and fourth grades, names and telephone numbers are collected and kept on file in the event that there are 15 or more students to create an abridged TBE class. Should we receive enough parent choice letters to open an abridged TBE or Dual Language class, parents will be notified by phone and mail.

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.

All ELLs are administered the NYSESLAT proficiency exam to evaluate their level of English proficiency. This test is administered annually until the student scores at a level of proficiency in English. Students to be tested are identified by the RLAT report printed on the ATS system. A testing schedule is put into place by the ESL Coordinator and Testing Coordinator during the NYSESLAT testing

window to ensure that all four components of the test are administered to all ELLs. Licensed Pedagogues who are responsible for administering the test are as follows; Ms. Castillo, Ms. DeLaRosa, Ms. Weiner, Ms. Metelitz, Ms. Roman, Ms. Mifsud, Ms. Delle, Ms. Vasquez, and any other available cluster teachers. Make-up dates are also provided for students who are absent during the testing period. The school uses the results of this test to determine continued placement, as well as the amount of time for ELA/ESL instruction, and which modalities to target for ELA and ESL instruction. NYSESLAT result reports are sent home to parents in September with an explanation of their child's NYSESLAT results. In addition, parents are also sent a translated Continued Entitlement letter, where parents indicate the program they wish their child to continue (TBE/ESL). Students are placed according to their parent choice. These entitlement letters are collected and stored by our ESL Coordinator, along with Parent Surveys.

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. *①*
- The current trend for parent choice for newly admitted students on the Parent Program Selection Form is the ESL Self-Contained Program. Our largest population of newly identified ELLs are currently in kindergarten (23 students). Because our school currently offers a TBE program in kindergarten, we are in the process of applying for a change of program with the district. For those parents who may have selected the TBE program in all other grades, names and telephone numbers are collected and kept on file in the event that there are 15 or more students to create an abridged TBE class. Should we receive enough parent choice letters to open an abridged TBE or Dual Language class, parents will be notified by phone and mail.
- An additional trend that we have noticed as a result of Parent Choice for all grades other than kindergarten is that the parents of current ELLs most often always select ESL Services as their choice on the Continued Entitlement Letters. As a result of various assessments, as well as the NYSESLAT results, we have found that students show more progress with the ESL Program as compared with the TBE Program.

## 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])?

In order to maintain rigorous instruction to meet the individual needs of our ELLs, in the four modalities of listening, speaking, reading and writing, we currently offer self-contained ESL program in grades K through 5. The Journeys literacy program is being used in the all grades which contains a component specifically designed for ELLs. All ELLs receive their mandated instructional time based on the NYSESLAT from a certified classroom teacher who integrates ESL methodologies in collaboration with a certified ESL teacher throughout the scheduled day to ensure that the needs of all the students are being met. Beginner and Intermediate ELLs receive 360 minutes of instruction per week in equal daily allotments from a licensed ESL teacher. Advanced ELLs receive 180 minutes of ESL instruction per week from a licensed ESL teacher, and 180 minutes of ELA instruction also in equal daily allotments. The workshop model of instruction (whole-small-whole) is used in order to provide opportunities for utilizing specific Second Language methodologies. The Four square writing process is used in our school due to its proven success with ELLs since it focuses on gathering details piece by piece. We also have 22 students in Special Education that are ELLs who receive the mandated hours of ESL based on the LAB-R and NYSESLAT assessments.

#### Pull-out Model:

ESL Pull-out Model helps English language learners meet their academic needs. In this program, licensed ESL teachers work with 6-12 students per group on a daily basis based on their level of English proficiency. Beginner and Intermediate level students are provided with daily ESL services equaling 360 minutes each week. Advanced ELLs are serviced daily for a total of 180 minutes weekly. Through small group direct instruction approach, the program allows ESL students to acquire the academic language necessary to meet their grade standards. The goal of our ESL program is to foster full English proficiency in a supportive classroom environment. Both the ELA and ESL teachers that work with our ELLs in the ESL program are fully certified. Our school is currently working toward homogenously grouping our students so as to adapt the Push-in Model.

In order to help students to progress, we utilize the following practices:

- Collaborative planning between ESL and ELA teachers for each unit.
  - Scaffolding is an essential part of the instructional delivery, such as Modeling, Bridging, Schema Building, Contextualization, Text Representation and Metacognition.
  - Peer tutoring
  - Assisting students during work periods, Conferencing with students in and out of class, informal assessments, and running records.
  - Additional small group AIS sessions for each grade prior to all state assessments, to focus on literacy and academic language.
- Beyond explicit ESL, collaboration between teachers means that there is a consideration for the language needs of ELLs. Some aspects of this policy include:
- Content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning.
  - A licensed bilingual content area teacher and a licensed bilingual F-Status teacher work with ELLs in ESL classes for support in Science and Math using bilingual companion materials, as well as bilingual glossaries. Instruction is differentiated based on the proficiency level of students and follows the curriculum standards.
  - Math teachers devote extra class time to untangling difficult word problems, and require students to make verbal explanations of the problems they work on using math vocabulary. We utilize the Go Math program for all students in grades K-5. All math materials are available in English and Spanish for ESL classes.
  - Social Studies teachers scaffold their instruction with technology, visual aids such as maps, atlases, and illustrations to increase comprehension.
  - Technology is used to support students at varied entry levels with the use of laptops and interactive Smartboards. In addition, students have access to sites such as Starfall and specifically Brainpop for ELLs.

All K- 5th grade English Language Learners participate in Journeys program, which is aligned with the Common Core State Standards. This program differentiates each lesson for ELLs on all levels of proficiency. It also includes a strong phonemic component that is crucial to early literacy development including letter – sound recognition, word study and vocabulary development. Because all of the components of the program are available online, ESL teachers who pull-out students also have access to the same resources being used by the classroom teacher. In accordance with the individual student's results of the LAB-R and New York State English as a Second Language Achievement Test, students receive the mandated hours of ESL instruction. Beginning and Intermediate students receive 360 minutes a week of ESL instruction. Advanced students receive 180

minutes a week of ESL instruction and 180 minutes of ELA.

These classes modify language instruction to differentiate and accommodate the many language levels of the ELLs participating in the class. In each class grades 2-5, the classroom teacher works with the students to provide instruction in all areas, ELA/ESL, Math, Science and Social Studies. The teachers support student academic language development in ESL. English as a Second Language methodology is infused throughout all subject areas instruction. The students are engaged in content area instruction in both Spanish and English.

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)?

Teachers' schedules in ESL self-contained classes contain allotted periods of time during their literacy block specifically dedicated to 360 minutes of ESL instruction. ESL pull-out teachers' programs are designed to pull out students based on their level of proficiency, which ensures that each student is being pulled-out for the mandated amount of minutes. Beginner and Intermediate students are pulled-out for 360 minutes of ESL instruction each week in equal daily allotments. Advanced students are pulled-out for 180 minutes of ESL instruction each week in equal daily allotments.

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.

Based on the data and language acquisition of the child, parallel instruction (English and Spanish) is implemented in order to ensure quality instruction is received in their dominant language in all content areas. Our Journeys literacy program aligns to the NYS Common Core Learning Standards, as well as the NYC Science and Social Studies Scope and Sequence. The Guided Reading component of the program contains books that are informational and literary texts. Thinking maps are also used throughout content area subjects to develop vocabulary. The Go Math program contains a Spanish component, and various tools, such as math boards, have written instructions in both English and Spanish. Spanish glossaries are also included within the program to provide native language support.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
We currently do not use TBE or Dual Language programs.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
Due to the large ELL and Special needs population, all programs are designed to address all four modalities, in addition to observations and various assessments. This information is used to guide instruction. Students are evaluated throughout the year using a variety of assessments. Students take weekly reading tests in our Journeys program, where they answer an essential question aligned to the reading skills. Every 5 weeks students are given a unit test that assesses comprehension, vocabulary, phonics and writing. Running Records are also administered three times per year. Reading and writing conferences take place daily.
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. Plan for SIFE:

Newcomers who enter with an interrupted education of at least 2 years will be identified by our Pupil Accounting Secretary as SIFE (Students with Interrupted Formal Education). In PS 7 we have 4 SIFE students, 3 in grade 4, and 1 in grade 5. In order to support the special needs of these students (in addition to the mandated 360 minutes of ESL), a pull-out teacher will provide small group instruction three times a week using explicit teaching of academic language. They will use The Wilson Reading Program to support them in small group settings with individualized attention to meet their special needs. SIFE in grades 4 and 5 will also receive content area instruction in their native language during extended the school day with a certified bilingual teacher. There will be on-going assessments to make sure we are reaching the needs of all our SIFE.

b. Plan for ELLs in US Schools Less than Three Years (Newcomers):

Newcomers who have been in U.S. schools less than three years are also targeted for ESL instruction. They will receive 360 minutes of ESL instruction by a fully certified ESL teacher. In addition, they will also be invited to our morning intervention program. Highly qualified ESL teachers will provide accelerated and explicit teaching of the academic language in all content areas during and after school.

c. Plan for ELLs receiving services 4 to 6 years:

ELL students who have received 4 to 6 years of ESL services will be invited to participate in our extended day and Saturday Academy where they will receive instruction by a licensed ESL teacher who will utilize resources specifically designed for ELLs.

d. Plan for Long-Term ELLs:

Long-term ELLs will be identified by the BESIS report. Long-term ELLs will be closely monitored by the AIS and ESL team to make certain academic progress is occurring. NYSESLAT in collaboration with the ELA, Math, and Science assessments will be analyzed by the team, and a suitable educational plan will be created for long-term ELLs. The information from the data will drive the instruction in class, AIS group, after-school, Saturday Academy and morning intervention programs. Our staff also uses Acuity, which enables educators to identify and select educational resources aligned to the State Board of Education standards, providing the vital information they need to make critical evaluations. Acuity's Math and Reading learning-based assessment programs promote success with robust, technology-enabled interim and formative assessments. Available on the Web and in paper and pencil, Acuity delivers targeted instructional materials to help prepare students for district and state exams and succeed in school and beyond. Acuity has a proven record of success with our ELLs due to the individualization and interactive aspect of its system.

e. Plan for Former ELLs:

Former ELLs will continue to receive the same testing accommodations for ELLs for two years after testing proficient. Former ELLs will continue to be invited to participate in our extended day and Saturday Academy.

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?

In addition to technology, our literacy and math programs contain lessons which differentiate instruction for ELLs, RTI and SWD. Teachers scaffold instruction for ELLs using visual aides, interactive smart board activities, bilingual glossaries, TPR activities, word walls, and peer tutoring. Both our Journeys literacy and Go Math programs contain an ESL component, as well as vocabulary and ESL leveled readers.

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?

ELLs with special needs will be identified by IEPs. Presently we have twenty ELLs with special needs as identified by their IEPs. The IEP will be analyzed carefully by the push-in, ESL teacher, classroom teacher and the AIS teacher on SESIS to ensure their educational needs are being met. They also have an ESL pullout teacher and an alternate placement paraprofessional. Our pull-out program ESL teachers who work with SWD create interdisciplinary lessons in collaboration with our self-contained classroom teachers. Literacy and Math Unit pacing calendars are also shared with pull-out ESL teachers. ELL-SWD in the pull-out program are grouped with non-disabled peers and receive the mandated minutes of instruction according to their level of English proficiency.

**Courses Taught in Languages Other than English **

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

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

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

### Courses Taught in Languages Other than English ⓘ

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

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


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

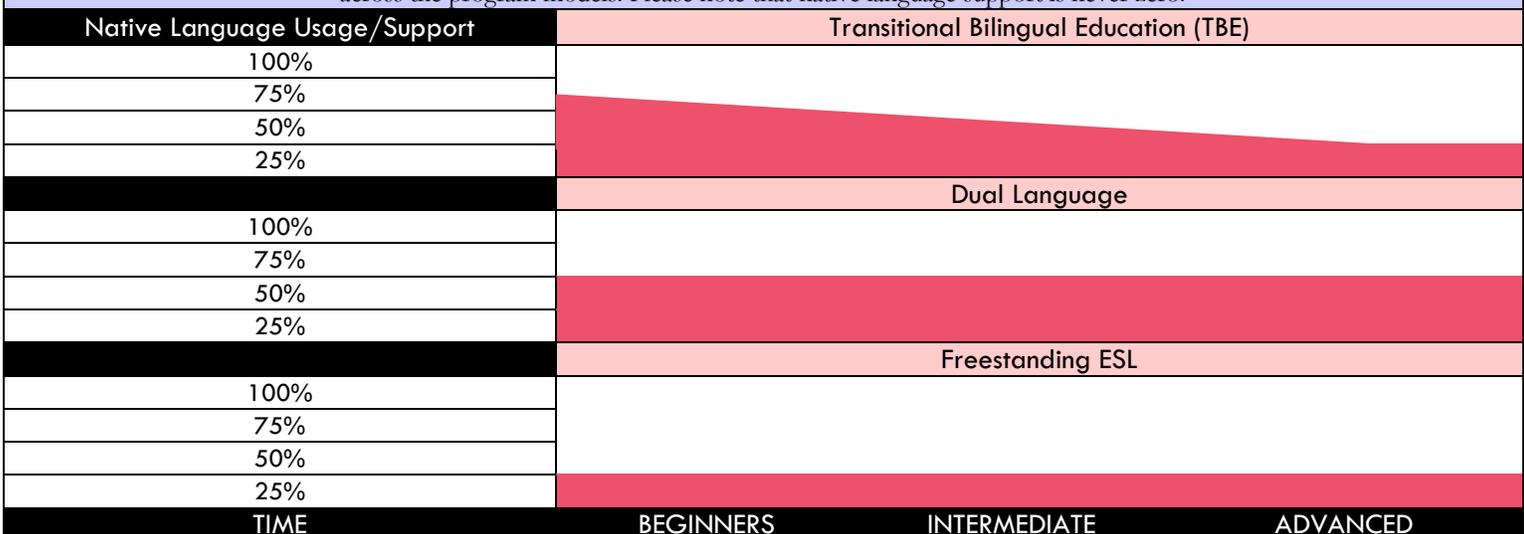
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

### Native Language Usage and Supports

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



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



## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

An F-Status part time Teacher will be hired to further support beginner level/newcomer ELLs in the classroom. These students are identified by the results of the LAB-R and NYSESLAT. The part time teacher will work two days a week. The F-status teacher will not provide mandated services but will work with the classroom teacher to further support and differentiate instruction for beginner level ELLs and newcomer students in the classroom. Working in a team teaching model with the classroom teacher, the F-status part time bilingual teacher will work in the second grade bilingual class as well as the 3rd grade ESL class focusing on content areas using the ELL component of the Journeys literacy program. In addition, the part time teacher will participate in curriculum development/mapping with the teachers she services. In addition, a licensed bilingual content area teacher will work with small groups of ELLs for support in Science as well as Math. Students during our morning intervention program are using content area passages to develop vocabulary and comprehension skills.

### An Extended Day/After School Instructional Program

The extended day program is implemented one hour each day on Tuesdays, Wednesdays, and Thursdays. The program is implemented from September through June. ELLs in grades three (3) and four (4) are provided an opportunity to participate in small group instruction to strengthen content area vocabulary development, knowledge and skills in literacy and math. Teachers support instructional through the use of technology including smart board, computers, audio equipment, and visual aides.

### Saturday Academy

Saturday Academy is implemented on Saturday from 8:30 a.m. to 12:00 p.m. from September through June. ELLs in grades three (3) and four (4) participate in instructional activities that are differentiated to further support their linguistic and academic needs. Students work in small grouping, with a buddy, independently and/or with the teacher. The focus for the Saturday Academy program is an interdisciplinary approach with a focus on math and literacy. Teachers use technology assisted instructional strategies to further support ELL students. Students work on grade appropriate graphic organizers, computer software and programs to facilitate comprehension as well as enable ELLs to listen, speak, read and write in English.

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

Our current programs are new, and therefore we are unable to assess their effectiveness as of yet. However, all teachers have access to student information on ARIS, and are able to identify all ELLs. Assessment data is also shared through google docs so that each teacher has access. Content area teachers create their own units of study aligned to the CCSS, where they plan performance tasks for students that are aligned with the CCSS and NYC Scope and Sequence.

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

Journeys and Go Math programs will be implemented so as to align with the CCSS. We will also be integrating the RAZZ Kids reading program due to its success in the previous school year. We will also be integrating more informational texts throughout the day, and well as mini-offices in all classes.

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

Our TBE Kindergarten class will be changed to an ESL Self-contained due to parent choices indicate on the Parent Surveys.

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

ELLs are invited to attend an ELL Extended Day Academy which focuses on grammar and writing. Saturday Academy will also be available for students who scored a level 1 and 2 on the ELA, as well as students who did not attend summer school.

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

### Instructional Materials:

The teachers at PS 7 K implement "Core Knowledge" throughout the school. The program is based on the research of Dr. E.D. Hirsch. Core Knowledge is designed to support and expose children to different experiences, themes, and topics in each of the content areas. There is a full time Core Knowledge facilitator that works closely with the teachers to support the implementation of the program. The Core Knowledge program is content-based and interdisciplinary. There is a strong focus on vocabulary development, and the use of visual aids. Every classroom is equipped with Scholastic Core Knowledge Classroom Libraries and they offer an outstanding collection of authentic children's literature designed to support the Core Knowledge curriculum. These libraries take students beyond functional literacy and provide students with a foundation in cultural literacy. Each library includes history, geography, math, science, language arts, visual arts, and music titles. This library provides the following benefits for all of our

students especially our ELLs:

- Provide an extensive vocabulary
- Expose students to a broad range of historical, scientific, and cultural topics
- Deepen each student's fund of information in critical content areas
- Create opportunities to practice reading and develop comprehension of diverse subjects
- Support research that shows the importance of integrating authentic trade books into the classroom
- Encourage partner reading and enlightening book discussion
- Offer a range of reading levels, including titles suitable for enrichment

The program is implemented in all K-4 bilingual classes. All classroom teachers, as well as ESL and cluster teachers work together to support instruction that is aligned to the thematic units designed within "Core Knowledge" for each grade. Many of the components of the program include activities that address all of the learning modalities. The use of technology is widely used for ELLs. All classrooms have laptops or computers and the ESL Self-contained teachers have Smart Boards in their classroom to help in language acquisition with the use of tactile instruments.

The Go Math program provides workbooks, textbooks, manipulatives, and various math materials in both English and Spanish. These materials are used across the grades in all ESL classes. Spanish libraries are available in all content areas in all ESL classrooms, as well as in our school library and Science room. Classroom teachers with ELLs also utilize bilingual glossaries in Math, Science and Social Studies. All bilingual materials are used to support students in their native language.

#### Technology:

Our school is rich in technology, with many of our classes being supplied with Smartboards, Mac desktops and laptops. In addition, our library also contains two Smartboards, numerous Mac computers, and television with a DVD and VHS players. All classroom teachers have access to this technology throughout the school day. ELL students also have access to various web-based technology through Acuity and subscriptions for Brainpop Jr., Bilingual Brainpop and Brainpop for ELLs. Also, our AIS teacher uses the READ 180 program for our target population which consists of long-term ELLs, former ELLs and ELLs in our bottom one-third.

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

Our Journeys literacy and Go Math programs contain an ELL and Spanish language component that is available online for all students across grades. Many of the materials are produced in both English and the native language, Spanish, for our TBE classes. Textbook and online resources are also available in both English and Spanish to support ELLs in TBE and ESL self-contained classes.

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

Both the Journeys and Go Math programs are aligned with the Common Core Learning Standards.

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.

Prior to the start of the school year, families are sent an invitation letter over the summer to attend our Family Conference. In addition, lists are sent home for all incoming students for summer reading, suggested activities, and supplies their child will need for the new school year.

18. What language electives are offered to ELLs?

P.S. 7 does not offer language as an elective.

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)?

Due to parent choice, our school does not currently offer the dual language program.

## 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.

ESL/Bilingual teacher professional development will be made available to all ELL staff. Teachers, Paraprofessionals, Guidance Counselor, Special Education Teachers, School Psychologist, OPT and Speech staff, secretaries and our parent coordinator will be afforded opportunities to discuss latest research, best practices, materials, standards, instructional strategies and alignment to core curriculum and the application of the ESL prototype. The philosophy of ELL instruction, for grades 3 and 4, is best articulated in the "CALLA" approach (Cognitive Academic Language Learning Approach). This approach focuses on academic and linguistic development of the target language and is used during the school day, extended day and Saturday Academies, best approach will be assigned to support the ELL student and staff needs including: professional development, best approach methodology, data analysis, comprehensive needs assessment, parental involvement, compliance and instructional issues, preparation for the NYSESLAT and program design. All ELL classrooms will be provided with highly motivating leveled classroom libraries. ESL in-service courses are being offered to all teachers of immigrant students to support the teacher in meeting the instructional needs of all ELL learners. Study groups conducted by the principal/assistant principal, and coaches will support the teaching of ELLs in the English Language classroom. Our administrators, guidance counselor and literacy coach support the staffs students transition from one grade level to another by holding an assembly for senior students regarding the transition process to middle school. Administrators from our community Junior High School are invited to address our graduating class with information about the next school level, as well as answer any questions the students and families may have. Our guidance counselor participates in curriculum team and grade meetings, which provides her with information that will in turn allow her to assist families and ELL students as they transition from TBE to monolingual classes.

Professional development is coordinated by a curriculum team (the principal, assistant principal, coaches, AIS coordinators, parent coordinator, and UFT chapter leader) who work together to combine ideas on effective planning for teachers, on different ways to assess learning, on developing curricula and instructional materials, and refine school-based practices and update the professional development plans. On one level they work with staff to strengthen their knowledge base in literacy, mathematics and other content areas. The second level focuses on effective practices in the delivery of instruction. Most professional development will be delivered in the teacher's classroom during common preps. These sessions will also used as an opportunity to turn-key current ESL policies by attendees of Network Meetings.

Our Guidance Counselor, Ms. Rocha, conducts the following professional development workshops for parents and teachers; Respect for All, PBIS, Hygiene, Dad's Day, and School Policies. At Parent workshops, parents are given numerous websites and outside resources which offer translation services. In addition, our school guidance counselor assist ELLs by conducting classroom presentations on what to expect in middle school, getting familiarized with school policies and academic expectations/requirements. Also, in January our guidance counselor will be beginning the Cloud 9 character education program for students. Materials for this program will also be available in Spanish.

In addition, our ESL Team, comprised of ESL and TBE teachers, as well their supervising Assistant Principal, Ms. Abrego, will meet after school, on the second and fourth Wednesday of each month, to share best practices, develop instructional strategies, conduct inquiries, analyze data, and work on action projects. Our CFN will be visiting with us on December 10, 2013, to provide us with feedback and next steps. We also have our former school principal, Ms. Acevedo, who will be coming each Tuesday and Thursday to provide feedback to ESL Teachers.

Targeted differentiated professional development will be delivered each month during our 37.5 minute professional development sessions. These sessions will be utilized to significantly increase the capacity of the teaching cadre to support the ELA curriculum, English Language acquisition and student learning. Professional development will take place through, but not be limited to: weekly scheduled articulated professional development; Coaches performing the above described roles; teacher scheduled inter-visitation, administrative snapshots and observations, Regional Instructional Specialist professional development sessions and teacher support activities, Instructional Support Specialist support activities, study groups, etc. Teachers will learn from all of the mentioned activities expanding their knowledge base, capacity and educational toolboxes. Learning styles and differentiated instruction will be addressed in classrooms as teachers become more comfortable with varied methods of delivery of instruction. Teachers will differentiate instruction by providing instruction targeted to the deficit skills of each child. Professional development is coordinated by a curriculum team.

Professional development plans for the 2013-2014 school year include orientation for all teachers on the ESL standards, NYSESLAT Testing and evaluation of results. We will also have focused and detailed training in ESL methodologies for all staff members servicing ELL students. Some topics to be covered are:

- ESL methodologies – The Inductive Approach, Grammar - Translation Approach, Direct Method, Cognitive Approach, Situational Approach, Comprehension-based Approach and Total Physical Response, CALLA
- NY State ESL Standards
- Best practices for instructing ESL students through the Balanced Literacy philosophy
- Differentiated Instruction in the Content Area-Math, Science ,SS, Technology
- Technology Assisted Instruction in the ESL/bilingual Classroom

Professional development sessions in ESL will be held for teachers in-house during common preparation periods on the following dates: TBA Monthly meetings are offered to ESL teachers by our Learning Support Organization, in which the latest advances for ELLs are introduced. The ESL teachers turnkey all new information to the staff. Those responsible for providing the training are:

- Administration (principal and assistant principals)
- Literacy and Math Coaches
- ESL teachers
- In-house AIS Providers
- LSO Specialists including the ELL Program Specialist and Math, Science, Technology, Humanities Content Specialists.

In addition, we ensure that all teachers receive their 7.5 hours or 10 hours for special education teachers of strategies in teaching ELLs. They are scheduled to attend various professional development training and workshops that will fulfill this requirement. Sign-in Sheets and Agendas of all PDs and workshops held indicate the dates and times of each session, and are kept on file by our ESL Coordinator. The ESL Coordinator will hold Lunch & Learns for ELL staff training. In addition, a blog will be maintained by two of our ESL Teachers to keep the school staff updated on current practices in the ESL classroom. These sessions are conducted by grade, school-wide; and include webcasts, book studies, professional literature, outside consultants, and school visits. In conjunction with our staff developing, our Principal, Assistant Principals and School Counselor all receive monthly LSO professional development regarding ELLs.

## 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?

The title III parent component will address two distinct parent needs, parent education and adult ESL instruction. Parents will be invited to attend parent workshops. The parent sessions will address various topics of interest to ELL parents including parenting skills, and school governance and involvement skills. The parent coordinator, Ana Perez, will work with teachers and parent representatives to develop a menu of workshops that interest and support parent engagement in the school. A parent survey is conducted to learn about workshops topics that would be of interest to parents. Parent workshops will be directed by Bilingual and ESL certified teachers in English and Spanish on the first Wednesday of each month. Parents will also be invited to participate and be trained in the Learning Leaders Program so they can be volunteer tutors in the classrooms. Workshops will be given in the native language on topics such as rights and responsibilities of parent and students, school grading policy and procedures for parent teacher conferences. In addition parents will be invited to participate in ESL language acquisition sessions designed for adult learners. Some of our workshops/activities for parents and families include our Math Games Day, Mother's Day luncheon, and Poetry Assembly. Parents are also invited to join our Cool Culture program where families are given free tickets to various museums throughout the city. We also offer a Parent Resource library.

All written communications being sent home in English will be translated. Our Parent coordinator, Ana Perez and Family Assistants will support efforts to involve parents in the school and community through outreach via phone and one-on-one. Interpreters will facilitate communication with parents in native language where available. Parent workshops will continue to be offered to parents of English Language Learners in all subject areas. Our math and literacy staff developers and parent coordinator will conduct workshops on the first Wednesday of each month. Parents are also invited to attend our orientation session during our Open House where parents are informed about school programs, state standards assessments, portfolios, school expectations, and general program requirements for bilingual and free standing ESL programs by our ESL Coordinator, Ms. Vasquez. All school correspondence is translated into Spanish. In order to support the learning community, we will offer English as a Second Language to adults at our school. Our adult ESL program will use real life situations to build language while being immersed in culture; such as going on trips to museums, movies, library, and using the computer. These scenarios will allow them to develop the language associated with these activities; such as how to make a purchase, order at a restaurant, or understand the language of computer technology.

Additionally, families are invited to attend our monthly PTA meetings on the third Wednesday of each month, as well as classroom activities, and culminating school wide trips and activities. Some of the activities in the 2013/14 school year included a visit to the Brooklyn Museum, a Core Knowledge walkthrough at our school, and various assembly programs that are based on current Core Knowledge themes and topics.

The school has partnered with the Office of Adult Education to offer adult ESL classes for parents every Tuesday and Thursday evening. A nutrition workshop is also offered in association with Cornell University to work with parents in helping them to create healthier meals at home. This and all other workshops are translated in Spanish by our Parent Coordinator, Ana Perez.

The needs of the parents are evaluated in the following ways; parent surveys, at PTA meetings, Parent Workshops, as well as a suggestion box. Many of the activities that are facilitated by our Parent Coordinator are a Dad's Day where father's are invited to breakfast and to visit their child's class, CPR Training, Safety Meetings, Nutrition Workshops, Open House for all parents during school hours, a Mother's Day luncheon, as well as a Father's Day BBQ.

### **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:** Abraham Lincoln

**School DBN:** 19K007

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

*Requirement under Chancellor's Regulations – for all schools*

DBN: 19K007 School Name: Abraham Lincoln

Cluster: 2 Network: 212

**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**

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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.

Based on parent responses to the Home Language Identification Surveys, approximately 97% of our families have indicated that Spanish is spoken in the home. We have also held several meetings at our school with coaches, staff developers, teachers and administrators to assess the need for materials and resources to be translated for parents. Further investigation took place as to what was available to purchase. We also elicited teacher feedback as to individual needs. Also, during professional development teachers shared ways that we can simplify translation. For example, the website: [freetranslation.com](http://freetranslation.com) was recommended during an after school teacher workshop. Also, our parent coordinator and P.T.A. President provide us with feedback and suggestions.

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.

We found that the following was needed to translate in Spanish:

- All parent notices of school activities
- Benchmark indicators
- Progress reports
- Promotion in Doubt letters
- Behavioral sheets
- Teacher letters
- Parent handbook
- Teacher Resource Copymasters from Math Steps workbooks
- The Game Masters from the Everyday Math Program in grades 1-4
- Literacy packets created by our literacy team in order to support regional initiatives (genre of the month and enrichment home activities).

Our findings were reported to the school community via Curriculum Team meetings, School Leadership meetings, PTA meetings, parent workshops, common preps, and faculty conferences.

## **Part B: Strategies and Activities**

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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.

We have a large amount of bilingual staff members who will be paid to translate correspondence after school. Appropriate Spanish instructional materials will be purchased. Currently, our Pupil Personnel secretary, Yasmin Mitjans helps our school to meet these needs by being the lead document translator. If Ms. Mitjans does not translate documents, she proofs them to ensure accuracy.

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.

Our oral interpretation service are conducted in-house. Our current staff available to translate orally in Spanish are our Parent Coordinator, active PTA parents, teachers on each grade, school secretaries, as well as our administration.

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>.

Home language surveys will be completed at time of registration in order to identify parents who require language assistance. Home contact forms will be revised to include parents' primary language. Notices to parents will be translated and distributed along with the English format (usually on a double-sided copy if space permits) and no later. Also, for regional or central forms or correspondence, we will research the DOE website and download and print the appropriate languages needed for our community. During Open House, P.T.A., Parent Teacher Conferences and parent workshops we will include staff members who are able to interpret to non-English speakers.