

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

DBN: (i.e. 01M001):

24Q007

School Name:

LOUIS F. SIMEONE

Principal:

SARA TUCCI

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Elementary School Number (DBN): 24Q007
School Type: Public School Grades Served: Kindergarten – 3rd Grade
School Address: 80-55 Cornish Avenue, Elmhurst, New York 11373
Phone Number: 718-446-2726 Fax: 718-397-7916
School Contact Person: Sara Tucci Email Address: stucci@schools.nyc.gov
Principal: Sara Tucci
UFT Chapter Leader: Fredda Pichardo
Parents' Association President: Masuma Jabiullah
SLT Chairperson: Madalena Causi
Student Representative(s): _____

District Information

District: 24 Superintendent: Madelene Chan
Superintendent's Office Address: 98-50 50 Avenue, Corona, New York 11368
Superintendent's Email Address: MChan2@schools.nyc.gov
Phone Number: 718-592-3357 Fax: 718-592-3770

Cluster and Network Information

Cluster Number: 4 Cluster Leader: Christopher Groll
Network Number: 410 Network Leader: Kamal Salfarlie

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:

- 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*.
- 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.**
- 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)
Sara Tucci	*Principal or Designee	
Fredda Pichardo	*UFT Chapter Leader or Designee	
Masuma Jabiullah	*PA/PTA President or Designated Co-President	
Giovanna Prospero	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	
Madalena Causi	Member/ SLT Chairperson	
Linda Romay-Bolger	Member/ SLT Secretary/Teacher	
Irmgard Burns	Member/ Cluster Teacher	
Naomi Landau	Member/ Staff Developer/ESL	
Aydee Trimino	Member/ Parent	
Marufa Begum	Member/ Parent	
Sol Concepción	Member/ Parent	
Serena Ng	Member/ Parent	
Prithivi Pradhan	Member/ Parent	
Zarina Shameer	Member/ Parent	
Hamida Hai	Member/ Parent (alternate)	

**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	
-	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.
-	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
-	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.
-	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.
-	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
-	Trust: 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:

- **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.
- **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.
- **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.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **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.

Our mission statement at P.S. 7Q is to inspire a love of literacy and foster high standards of work and behavior, using research based practices and technology, and thereby creating lifelong learners in a safe environment. Contributing to the success of our children is the partnership we share amongst the parents, our community organizations, and our school community, which provides a nurturing, supportive environment. This environment, which will help foster the development of academic, civic, social, and technological skills, will optimize our students' potential to function productively in the 21st Century.

The Louis F. Simeone School 7Q is a barrier free school located in the Elmhurst section of Queens, New York. Our building opened in 1994 and provides a child-centered, stimulating learning environment for approximately 1046 students in grades Kindergarten through third. Due to overcrowding, as of September 2003, our fourth and fifth grade students moved to the 51st Avenue Academy. In September 2004, the Academy became a separate and independent entity, P.S. 877Q.

Our school works in conjunction with external organizations in order to meet our students' needs. We work in collaboration with Child Center of N.Y., Western Queens Consultation Center and the Lower East Side Family Union. Members of their staff come to our school to help students deal with emotional problems.

We have also provided a number of education resources and programs to our parents such as: Parent Lending Library and Mommy and Me classes. This provides our parents with resources to promote social skills, oral language development and Kindergarten readiness skills. We also provide workshops on different curriculum areas and ESL classes.

We are continuing to provide more technology in the classrooms. All classrooms have interactive promethean boards and laptops. As a result students are able to have access to educational software which helps differentiate individual instruction in math and reading.

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.

Due to the increased rigor of the 2013-2014 NYS ELA, more of our students performed at level1 than the previous year. Because of this we have taken an in depth look of the results of this exam to determine which skills our students are deficient in. In this way, the literacy coach can plan professional development and teachers can plan instruction to better guide students towards proficiency in these areas.

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, 60% of level one 3rd grade students will continue increasing their performance by three or more reading levels as measured by Teachers College Running Records (Fountas and Pinnell).

Part 3 – Action Plan

Activities/Strategies: 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"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 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). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
1. In order to increase ELA scores for our 3 rd grade students, we will move to raise the reading levels of our students in all grades. In this way, literacy skills will be built upon what has been taught during the previous years. Student progress will be monitored using the Teachers College Running Records in an effort to progressively increase the reading levels of our students throughout each school year. In order to accomplish this, teachers will participate in ongoing differentiated professional development, Ready Gen Workshops, lab-sites, in-house and off-site professional development, study groups, intra-visitation, inter-visitation, one-on-one support by the literacy coach, and teacher supervisory conferences in an effort to deepen their understanding of all teaching practices such as conferring, read	All Students K – 3	September – June	Principal, Assistant Principals, Coaches and Model Teachers

aloud, shared reading, guided reading and strategy lessons.			
2. Students will receive 10 books to read at home each week. Second and third grade students' reading logs will be collected to evaluate reading stamina. All grades will participate in the Books Across America program in an effort to increase the number of books read at home.	Student's K - 3	September - June	Classroom Teachers K - 3
3. Students will receive phonemic/word solving instruction using Month by Month Phonics, Phonics Lessons, Foundations and the Ready Gen Phonics Programs. Teachers and students will participate in various literacy/decoding based teacher teams to further differentiate instruction and increase the reading levels of our at risk students.	Students K - 3	September - June	Classroom, ESL and AIS Teachers
4. At Risk students identified through a universal assessment (TC Assessment Pro): will receive Rtl services (Tier I, Tier II, Tier III) in the classroom, 5:1 and 3:1 settings respectively.	At-Risk Students K - 3	September - June	Rtl Teachers
5. Students will generate monthly curriculum goals based on their needs and teacher input (ongoing assessments and checklists). Students will assess their progress to update and revise such goals at the close of each curricula unit of study.	Students K - 3	September - June	Classroom Teachers
6. The assistant principal, student registration staff and members of the ESL department will analyze the data from each student's Home Language Acquisition Surveys and NYSITELL results to determine student's eligibility for ESL services. This coupled with the results of the Teachers College Running records and teacher checklists will be evaluated by the classroom teacher to determine students' admittance into reading AIS and the After School Programs.	ELL students K - 3	September	Assistant Principal, registration staff and ESL Department
7. Classroom teachers will analyze the data from student interest surveys, Teachers College Running Records and Ready Gen Assessment to monitor students just right reading levels and the books used for the Book in a Bag Program. Classroom teachers will also analyze reading rate as assessed by the Teachers College Running Records along with reading logs and Books Across America logs to determine students reading stamina.	Student's K - 3	October, January, March and May	Classroom Teachers
8. Inquiry/teacher team members will develop differentiated instruction and activities created to support the literacy needs of the students serviced by these groups. Teachers will analyze the results of the Teacher College running records, checklists, and teacher made assessments in order to study the literacy growth of the student's serviced by such teams.	Level 1 and 2 students K - 3	September - June	Teacher Teams
The AIS Literacy teacher works with classroom teachers (49) to provide small group differentiated instruction to At Risk students two times per week.	At Risk students K - 3	September - June	AIS Teachers
Formal observations will consist of classroom visits to teachers by the principal or assistant principals for a duration of no less than 50 minutes, one time per year.	All Teachers participating in observation	September - May	Principal and Assistant Principals

	option 1		
Mini observations will consist of a classroom visit to one teacher by the principal or assistant principals for a duration of 15 – 20 minutes for a minimum of 3 – 6 times per year throughout the school year (September through May).	All Teachers	September – May	Principal and Assistant Principals
Classroom teachers will evaluate students based on the results of the Teachers College Running Records along with teacher made checklists to determine students' need/eligibility for the literacy after school programs offered at our school.	At Risk Students K-3	October – December, January – March April– May	Principal, Assistant Principals, After School Teachers

Part 4 – Resources Needed

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

4. Teachers (classroom, ESL, and AIS) will use the Ready Gen reading and writing program to provide whole class and differentiated instruction. The Teachers College running records will then be used to monitor students' progress.
5. The PD committee including the administrative staff and literacy coaches will differentiate professional development for our teachers as well as facilitate study groups.
6. All teachers (Classroom, ESL, Cluster and AIS) will provide small group instruction based on English proficiency and literacy levels, during the regular school day and Afterschool ESL/Literacy Programs.
7. Classroom teachers will monitor students' Book in a Bag to provide books at student's just right levels, as well as reading logs and Books Across America logs to monitor reading stamina.
8. Classroom teachers will provide word study and phonetic instruction using the various programs (Month by Month Phonics, Phonics Lessons, Foundations and the Ready Gen Phonics Programs). Inquiry/Teacher teams will further differentiate instruction to help students achieve success in reading and writing and assess their progress on an on-going basis.
9. Classroom teachers will identify students in need of Rtl services using conference notes, teacher checklists and Teachers College Running Records. AIS teachers will administer Rtl instruction using a prescribed protocol for each level of intervention services using the Wright Program and Mondo "Let's talk About It" for oral language development. Classroom teachers will facilitate and aid students in the creation of monthly instructional goals as well as monitor the achievement of such goals for each student.
10. After school teachers will work with a maximum of 15 students using small group instruction to increase decoding skills, vocabulary development, and reading comprehension using the Santilla Spotlight on English, Sadlier School, NY Progress ELA, Rally Education – Reading Skill by Skill programs.

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	X	Title IIA	X	Title III	X	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:

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.
1. Classroom teachers will analyze the results of the Teachers College running records to determine student levels and skills in which they are deficient (October, January, March and May). In this way, instruction can be differentiated in an effort to help all students increase their reading levels. The data specialist will analyze the results of the Teachers College running records to determine the students reading proficiency on a quarterly basis and to evaluate students' reading success from September 2014 to May 2015.
 2. Classroom teachers will analyze the data from student interest surveys (ongoing), Teachers College Running Records and Ready Gen Assessment to monitor students just right reading levels and the books used for the Book in a Bag Program (October, January, March and May). Classroom teachers will also analyze reading rate as assessed by the Teachers College Running Records along with reading logs and Books Across America logs to determine students reading stamina (ongoing).
 3. Classroom teachers will evaluate the results of the letter/sound, decoding and sight word portions of the Ready-Gen Baseline Assessment to determine student growth as it pertains to word study and phonetic instruction (September). Teacher checklists and conference notes will also be used to monitor student decoding progress (monthly). The end of the year Ready Gen Assessment will be used to analyze student progress (June).
 4. Inquiry/teacher team members will develop differentiated instruction and activities created to support the literacy needs of the students serviced by these groups. Teachers will analyze the results of the Teacher College running records (October, January, March and May), checklists, and teacher made assessments (monthly) in order to study the literacy growth of the student's serviced by such teams.
 5. Classroom and AIS teachers will examine the data obtained from Teachers College Running Records (October, January, March and May) results and teacher checklists (monthly) to determine the need for Rtl services
 6. Classroom teachers will analyze the information gained through student conferences, checklists and Teachers College running records to aid students in the creation of their instructional goals and in monitoring the achievement of such goals (monthly).
 7. Teachers will participate in ongoing differentiated weekly professional development which will focus on the creation and implementation of rigorous instruction in coordination with the CCLS. The Professional Development Committee meets on a bi-weekly basis to assess and plan for differentiated professional development.
 8. After school literacy program participants will be assessed at the beginning and end of each program period. A variety of programs are conducted throughout the school year each with its own assessment time frame.

Part 6b. Complete in February 2015.

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	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

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|----|---|
| 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. |

The scores of the 2013-2014 NYSITELL and NYSESLAT indicate 320 of our ELL students perform at the beginning and intermediate levels in English Language proficiency. Because of this, we have taken an in depth look at our curriculum to increase oral language development and hence English proficiency. It is believed with increased oral language skills, students will be able to perform better in each language modality (listening, speaking, reading, and writing).
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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.

By June 2015, 60% of our English Language Learners in Kindergarten & first grade will increase their oral language development as measured by the English Language Acquisition Checklist. Our teachers will strengthen their teaching practices when implementing shared reading in order to better develop students’ oral language skills.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
3. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 4. 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). 5. Strategies to increase parent involvement and engagement 6. Activities that address the Capacity Framework element of Trust			
Fiction and non-fiction classroom libraries will continue to be increased in order to infuse opportunities for students to read and respond to a combination of narrative and informational texts. Reading about a variety of topics across genres allows students the opportunity to learn new vocabulary, retell what was read, and respond orally to questions and talking prompts at home and in the classroom.	All Students K - 3	September - June	Principal, Assistant Principals and Coaches
Teachers will assess student’s oral language development during partner talk and team talk portions of the daily Ready Gen Lessons. Teacher created skill-based checklists will be used to determine students’ vocabulary, oral language and literacy skill levels.	All Students K – 3	September – June	Classroom and ESL Teachers
Students will be engaged in shared reading, Interactive read aloud and discussion activities to enable them to share their ideas in a safe environment with their peers and teachers.	All Students K – 3	September – June	Classroom and ESL Teachers

Teachers College running records are administered to all students four times per year, (October, January, March and May) to evaluate not only students decoding and comprehension levels but their ability to discuss what was read in a meaningful way.	All Students K – 3	October, January, March and May	Classroom Teachers
Students will engage in multiple daily conversations during content area lessons through the use of interactive read aloud, shared reading, and shared interactive writing.	All Students K – 3	September – June	Classroom and Cluster Teachers
ELL students will be assessed using the English language acquisition checklist on an ongoing basis.	ELL Students	September – June	ESL Teachers
Teachers will use the Ready Gen units, read alouds, shared reading and shared writing to create lessons and differentiate instruction to help students achieve the speaking and listening components of the CCLS and to ready them for the CCLS task.	All Students K – 3	September – June	Classroom and ESL Teachers
Based on teacher conference notes and recommendations, students in need of further language development will participate in the AIS and ESL after school programs. These programs will work to reinforce the skills needed to succeed in the classroom and on the CCLS task.	At Risk Reading and ESL Students	October – December, January – March, April - May	Principal, Assistant Principals and Classroom Teachers
At risk reading students will participate in the Response to Intervention (RtI) which will target students’ individual needs to increase their reading levels as they increase their vocabulary development and discuss text. Such discussions will help reinforce English proficiency.	At Risk Reading Students	November – June	Classroom and RtI Teachers
Teachers will continue to receive ongoing literacy professional development to enhance their understanding of ESL and UDL methodologies. To increase higher order thinking skills, such professional development will include ways in which students can communicate their use of reasoning along with the use of higher order questioning techniques through interactive writing, interactive read aloud, shared reading with accountable talk and the use of the Ready Gen Program. Professional development will also include an exploration of the CCLS in an effort to differentiate instruction based on these rubrics and students language needs. One on One support will be given to staff members by supervisors on an as needed basis.	Classroom and AIS Teachers	September – June	Principal, Assistant Principals, Coaches and ESL Teachers
Teachers will participate in various study groups. Teachers will be provided with an ESL course book to study and reflect upon. Weekly meetings will be held to share the information learned as teachers discuss how such techniques and reasoning can be applied within the classroom.	Available to all Teachers	April	Coaches
Classroom visits will be conducted by the principal, assistant principals, and coaches using instructional checklists and the <i>Enhancing Professional Framework for Teaching</i> by Charlotte	All Teachers	September - May	Principal and Assistant Principals

<p>Danielson. Supervisors will then provide feedback to all teachers on how to further improve instruction, in an effort to increase students' ability to communicate orally. Formal and informal observations allow the supervisory staff to provide immediate feedback to our teachers regarding their strengths as well as areas of improvement in an effort to improve classroom instruction for all. Supervisory classroom visits vary in occurrence and duration based on teacher evaluation choice along with what is deemed necessary by the administrative staff. Teachers choosing Evaluation Option 1 will receive one formal observation (minimum of 50 minutes) and three mini observations (minimum of 15 – 20 minutes) throughout the school year. Teachers choosing Evaluation Option 2 will receive a minimum of six mini-observations (a minimum of 15 – 20 minutes) throughout the school year. Teachers choosing Evaluation Option 4 will receive a minimum of four mini-observations (a minimum of 15-20 minutes) throughout the school year.</p>			
<p>The ESL/Literacy coaches will analyze the information gained through teacher surveys and Needs Assessments in order to determine the quantity and types of materials/books needed for students so that each classroom consists of an enriching classroom library. The ESL/Literacy coach and purchasing secretary will maintain a record of purchase orders and distribution lists of the materials purchased for each classroom.</p>	All Students	September	Principal, Coaches, and Classroom Teachers
<p>The information gathered through the use of the Language Acquisition checklist and teacher created checklists will be scrutinized to determine student's English proficiency and usage levels. Students will be assessed in all four modalities of English proficiency (speaking, listening, reading and writing) through the use of the NYSESLAT in April/May 2015. The results will be analyzed by the ESL Department to determine student language levels and type of service placement needed for the following school year.</p>	ESL Students	September – June and April/May	ESL Teachers
<p>Classroom teachers will evaluate the data obtained through ongoing one-on-one conferences and checklists to determine vocabulary knowledge and oral development on an ongoing basis to aid in the creation of whole group and differentiated lessons.</p>	All Students	September to June	Classroom Teachers
<p>Teacher lesson plans will be evaluated to determine the depth and breadth of content based conversations and oral development taking place in the classroom on an ongoing basis.</p>	All Teachers	September – May	Principal and Assistant Principals
<p>Students participate in English Language enriching lessons using a variety of activities and pre-described protocols throughout each school day.</p>	All Students K-3	September – June	All Teachers K – 3
<p>Response to Intervention services are provided to at-risk students based upon the level of intervention needed by each student. Tier I intervention is provided by the classroom teacher in small group and individualized instruction daily. Tier II students meet in a group of five or less students, five times per week for a duration of thirty minutes, for a total of six weeks. Tier III students meet in</p>	At Risk Reading Students	November – June	Classroom and RtI Teachers

a group of three or less students, four times per week, for 45 minutes.			
One-on-one support is provided on an as needed basis. Teachers will meet with supervisors or instructional coaches for a period deemed appropriate by such supervisor.	All Teacher –As Needed	September – June	Principal, Assistant Principals, and Coaches
ESL services consist of a variety of models depending on students’ levels of English Proficiency. Self-Contained ESL classes consist of one teacher instructing students through the use of ESL methodologies daily for all subject areas (six hours) throughout the school year. Dual Language ESL classes also consist of one teacher instructing students through the use of ESL methodologies every other day in English in all subject areas (six hours) throughout the school year. Free standing ESL services for beginning and intermediate leveled learners consist of one ESL teacher providing push in ESL instruction for eight 50 minute sessions per week for a duration of 10 months. Free standing ESL services for advanced leveled learners consists of one ESL teacher providing push in ESL instruction for four 50 minute sessions per week for a duration of 10 months.	ESL Students	September – June	ESL Teachers

Part 4 – Resources Needed

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

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

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		Title I Basic	X	Title IIA	X	Title III	X	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:

7. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
 8. Specify a timeframe for mid-point progress monitoring activities.
6. The information gathered through the use of Language Acquisition Checklist and teacher created checklists will be scrutinized monthly to determine students’ English proficiency and usage levels. Students will be assessed in four modalities of English proficiency (speaking, listening, reading, and writing) through the use of the NYSESLAT in April/May 2015.

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

9.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
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10. 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 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

5. 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).
6. 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.

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

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.

By June 2015, all teachers (100%) will continue receiving individualized feedback and differentiated professional development through a cycle of observations using the *Charlotte Danielson’s Framework for Teaching Rubric*. A rating of HEDI for 8 components will be given.
(1a, 1e, 2a, 2b, 3b, 3c, 3d, 4e)

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 11. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 12. 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). 13. Strategies to increase parent involvement and engagement 14. Activities that address the Capacity Framework element of Trust 			
<ol style="list-style-type: none"> 1. The principal and assistant principals will conduct either one formal and three mini-observations, six mini-observations or four mini-observations (depending on each teacher’s evaluation option choice) per teacher throughout the school year using the <i>Framework for Teaching</i> (Charlotte Danielson’s rubrics). Upon completion of each observation the principal and/or assistant principal conducting the observation will provide timely feedback concerning strengths as well as areas of improvement in an effort to support teachers as they drive instruction in the classroom. As a result of these mini-observations and feedback, teachers will 	All Teachers	September – June	Principal and Assistant Principals

have the opportunity to participate in differentiated professional development to improve their teaching practices. Teachers will be able to choose their own areas of interest to improve upon when participating in professional development (math, literacy, ESL and technology workshops) during DOE professional development days, Monday – Tuesday PD time as well as attendance of Ready Gen or Go Math workshops and CFN Network 410 PD.			
2. Teachers will have the opportunity to receive ongoing training to help them develop a better understanding of the <i>Framework for Teaching</i> (Charlotte Danielson’s rubrics) and how it will be used to enhance classroom learning for our students. Teachers will also gain a deeper knowledge of how to use questioning and higher order reasoning strategies in order to improve students’ critical thinking skills. This training takes place during DOE Professional Development Days and weekly Monday – Tuesday Professional Development time.	All Teachers	September – June	Principal, Assistant Principals and Coaches
3. Teachers will receive one-on-one support by our in-house literacy/math coaches. As pedagogues apprise themselves of their strengths and weaknesses, they will be allowed to conduct and participate in inter and intra-visitations.	All Teachers	September - June	Principal, Assistant Principals and Coaches
4. Teachers will set individual, professional goals in order to enhance their knowledge in the units of study and teaching skills. Teachers’ professional goals as well as observation reports will be used to plan for professional development.	All Teachers	September – June	Principal, Assistant Principals, Coaches and All Teachers

Part 4 – Resources Needed

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

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

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.

	Tax Levy	X	Title I Basic		Title IIA	X	Title III	X	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:

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

- 1. The principal and assistant principals will analyze the data gathered during formal and mini-observations in conjunction with the *Charlotte Danielson Framework for Teaching* rubrics to rate teacher and lesson effectiveness as evidenced by supervisory feedback as observations are conducted (mid- year) and June HEDI scores as well as teacher progress ratings will be submitted by the principal. Professional Development regarding the *Charlotte Danielson Framework for Teaching* and Advance Evaluation system will be provided to all teachers as evidenced by PD agendas and attendance.

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

17. Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
18. 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

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|----|--|
| 7. | 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). |
| 8. | 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. |

Although the results of the 2013–2014 NYS Math Test indicate the majority of our 3rd grade students perform at levels 3 and 4, there continues to be a need for differentiated and individualized instruction with a strong focus on problem solving and mathematical reasoning skills. In an effort to improve understanding and performance in these areas, our math coach will plan professional development to aid teachers as they plan instruction to better guide students towards proficiency in these areas.

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, 60% of second grade students will continue improving their problem solving skills by one benchmark level in math as demonstrated by growth from a baseline assessment to a Common Core aligned math performance task.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
19. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 20. 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). 21. Strategies to increase parent involvement and engagement 22. Activities that address the Capacity Framework element of Trust			
Teachers will use the Mathematical Read Alouds, Shared Reading and Shared Writing as well as the Go Math Program to create lessons and differentiated instruction in order to ready students for each CCLS task and the following year’s New York State Math Exam. Teachers will assess students’ progress preceding the administration of these tasks using a baseline assessment and plan instruction accordingly in an effort to ensure high levels of task performance by our students.	Second Grade Students	September - June	Second Grade Teachers and AIS Math Teacher
Based on teacher conference notes and recommendations, students in need of further instructional assistance will participate in the math after school program. This program will work to reinforce the skills needed to succeed on the CCLS assessment/task. In addition, students and	Second Grade Students	September - June	Second Grade Teachers and AIS Math Teacher

teachers will engage in various math-based Teacher Teams in an effort to meet individual needs and increase student performance.			
Classroom libraries will continue to be increased to support math competencies. In this way, students will have access to more math based materials. As students read more of this type of information on their own, they will have the opportunity to perform and use the skills learned in the classroom for a variety of reasons and to generate their own tasks/projects.	Second Grade Students	September – June	Principal, Assistant Principals, Coaches and Purchasing Secretary
Students in second grade will be assessed in two Common Core Math Tasks. The assessments as well as students' results will be documented and placed in pupil portfolios. Results of the CCLS math baselines and tasks will be analyzed by the data specialist as well as the math/ESL/Literacy coaches to determine areas of student strengths and weaknesses as well as student growth. This information will then be explored further by classroom and AIS teachers to plan effective whole class and differentiated instruction.	Second Grade Students	September - June	Principal, Assistant Principals, Second Grade Teachers and Coaches
Teachers will continue to receive ongoing math professional development to enhance their understanding of how to teach computation and problem solving skills through the use of balanced literacy. To increase higher order thinking skills, such professional development will include ways in which to promote mathematical reasoning and the use of higher order questioning techniques through interactive writing, interactive read aloud with accountable talk, and shared reading. Professional Development will also include an exploration of the NYS Common Core Learning Standards in an effort to differentiate instruction based on these rubrics and student needs. In-house and off-site professional development will be given to teachers and staff, including one-on-one support from supervisors, and the AIS/math coach as evidenced by PD agendas and attendance. Such PD will include but is not limited to lab-sites, in-house and off-site professional development, study groups, and intra and inter-visitation.	Second Grade Students	September - June	Principal, Assistant Principals and Coaches and Teachers
Classroom visits by the principal, assistant principals, and coaches using walkthrough checklists and the <i>Enhancing Professional Practice, Framework for Teaching</i> by Charlotte Danielson will provide feedback to all teachers on how to further improve classroom instruction. Formal and informal observations allow the supervisory staff to provide immediate feedback to our teachers regarding their strengths as well as areas of improvement in an effort to improve classroom instruction for all.	All teachers	September - June	Principal and Assistant Principals
Teacher observations and lesson plans are analyzed to determine the use and effectiveness of balanced literacy within the math workshop and to promote mathematical reasoning. The data specialist and ESL/Literacy/Math coaches evaluate the scores of the math baseline and task to assess student growth. This information is evaluated by classroom teachers and used to drive instruction.	Second Grade Teachers	September – May	Principal, Assistant Principals, Coaches and Teachers
The ESL/Literacy/math coaches will analyze information gained through teacher surveys in order to determine the quantity and types of mathematical materials and books needed in the classroom. The ESL/Literacy/math coaches along with the purchase secretary will	Classroom Teachers	September	ESL/Literacy and Math Coaches

maintain records of purchase orders and distribution lists of such materials.			
Teacher recommendations for admittance to the After School Math Programs takes place on a daily basis through the use of teacher and Go Math checklists as well as conference notes and small group work. Math unit tests are used to evaluate student progress approximately every three weeks.	At Risk Math Students	October – March	Classroom Teachers

Part 4 – Resources Needed

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

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

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.

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

- 1.

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:

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

All classroom teachers will administer the Go Math beginning of the year (September), mid-year (February) and end of year assessments which will be used to identify students' computational and problem solving progress as well as to create differentiated instruction based on their results.

Part 6b. Complete in February 2015.

Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
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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 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

9. 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).
10. 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.

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

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.

By June 2015, school leaders will continue creating a collaborative school community to increase effective communication and engagement with all stake holders (teachers and parents) as measured by attendance and agendas discussed at different meetings as well as meeting reflection forms.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: Research-based instructional programs, professional development, and/or systems and structures needed to impact change 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). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
1. Principal/Parent and Parent Association meetings are held bi-monthly and monthly respectively. School activities, parent workshops, curricula, instructional goals and activities are introduced and discussed during these meetings in order for parents to better understand the units of study and skills being taught in the classroom, ways in which parents can extend learning into the home, as well as upcoming activities in the school.	Parents	September - June	Principal, Parent Coordinator and Parents Association
2. Teachers and parents will participate in Family Literacy/Math Night. Our Literacy/Math Night will provide parents with the skills and materials to further help their children learn at home. Participation will be evidenced by activity agendas, sign in sheets,	Parents and Students	May	Principal, Assistant Principals and Teachers

parent flyers and letters.			
3. Teachers and parents will participate in Meet the Staff Night. At this venue parents will get to know their child's teacher as well as the units of study and skills to be learned. Classroom routines, student expectations and parental questions/concerns are addressed at this time. Meet the Staff Night is participated in by parents and teachers as evidenced by meeting agendas, hand-outs, parent letters and attendance logs. Parent Teacher Conferences are held each November and March. During these meetings parents can discuss their child's progress with the classroom and content area teachers.	Parents	September, November and March	Coaches, Teachers and All Staff Members
4. The School Leadership Team meets monthly in order for parents, teachers and administration to share ideas, goals, activities and concerns regarding curriculum and school activities.	Principal, Assistant Principal, Teachers and Parents	September - June	Parents Association and SLT Chairperson
5. Parents will be invited to participate in the volunteer Learning Leader Program.	Parents	September - June	Parent Coordinator
6. Parent Lending Library is open to parents.	Parents	September - June	Parent Coordinator
7. Title I Parental Involvement Committee.	Parents	September - June	Title I Representative
8. A monthly calendar is distributed to all students to inform parents of school activities and special programs.	Parents	September - June	Parent Coordinator
9. Parent correspondence including the schools monthly calendar and student of the month announcements are distributed on a monthly basis throughout the school year. Curriculum letters in all subject areas (translated in different languages: Spanish, Chinese, and Bengali) are distributed to all students/parents.	Parents	September - June	Principal, Assistant Principals and Coaches
10. Informational letters about different activities/events.	Parents	September - June	Principal, Assistant Principals
11. Parent Coordinator/Parent Workshops are held in our school on a variety of topics.	Parents	September - June	Parent Coordinator
12. Student of the Month and Perfect Attendance Awards are awarded monthly and at the end of the school year.	Students	September - June	Attendance Secretary and Teachers
13. ESL classes for parents are given.	Parents	October - June	Parent Coordinator and ESL Department
14. The ARIS Parent Link gives parents access to their child's progress.	Parents	September - June	Data Specialist

15. Principal report during P.A. Meetings.	Parents	September - June	Principal
16. Reflection/evaluation forms about events/activities are completed by staff and parents at the conclusion of the meeting/events to assess their effectiveness.	Parents All Staff Members	September - June	Principal, Assistant Principal Coaches
17. Surveys for parents and teachers are completed regularly to gather ideas on how to create a more effective school community.	Parents, Teachers	September - June	Principal, Assistant Principals, Coaches
18. P.S. 7 Schoolwires allows teachers to communicate upcoming events, projects, classroom activities with parents and students.	Parents	September - June	Data Specialist, Teachers
19. Newsletter with student writing is distributed quarterly.	Teachers, Students and Parents	November, January, March and May	Data Specialist
20. Discipline Code/Contract is signed and agreed to by parents.	Parents and Students	September	Principal, Assistant Principal and Department of Education
21. Teacher Teams	Teachers	September - June	Principal, Assistant Principal, Coaches
22. Weekly professional development and one-on-one teacher/supervisory meetings.	Teachers	September - June	Principal, Assistant Principals, Coaches and PD Committee
23. Principal open door policy for staff and parents.	Students, Staff and Parents	September - June	Principal
24. Grade leaders, lead teachers and staff developers communicate information amongst staff.	All Teachers	September - June	Grade Leaders, Lead Teachers and Coaches
25. Staff members turnkey information learned during off-site professional development, share expertise and present at workshops.	All Teachers	September - June	All Teachers
26. Title I Parental Involvement, Network support staff, guidance counselors, social worker, and school psychologist meet with parents to share information about school related activities as well as about individual students on an as needed basis.	Parents and Students	September - June	Principal, Assistant Principals, Parent Association, Guidance Counselor, Social Worker, School Psychologist and Network Support Staff
27. Parent communication is facilitated by each teacher during the Tuesday Professional Development time for a session of 35 minutes. During this time teachers meet with parents, conduct parent learning sessions to extend classroom lessons into the home and correspond/communicate with families through P.S. 7 Schoolwires, phone calls and emails.	Parents	September - June	Teachers

Part 4 – Resources Needed

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

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

and staff development during Professional Development each Monday and Tuesday.

21. Resources used to enhance our school includes: Title I Parent Involvement, Network support, staff, guidance counselors, social worker and school psychologist.

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

1. Reflections/evaluation forms regarding the events/activities/workshops participated in by parents and/or staff members will be completed and collected at the conclusion of each meeting/event to assess the amount and effectiveness of such communication.
2. Parent communication such as curriculum letters and meeting reminders are distributed as evidenced by records of such communication.

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

Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Teachers College Running Records and beginning of the year Ready Gen assessment	<ol style="list-style-type: none"> 1. Word Study using Phonics Lessons, Month by Month Phonics, Foundations, Ready Gen Phonics 2. RtI 3. ELA Test Preparation Program 4. After School ESL Program 5. Small group scaffolded lessons using the Ready Gen Reading Program. 	<ol style="list-style-type: none"> 1. Whole class and small group 2. Small Group 3. Whole class and small group 4. Small Group and 1:1 tutoring 5. Small Group 	<ol style="list-style-type: none"> 1. During the school day. 2. During the school day. 3. During the school day and during the ELA After School Programs. 4. After School 5. During the school day and the ELA After School Programs.
Mathematics	Go Math, Beginning of the year and mid-year assessments.	<ol style="list-style-type: none"> 1. AIS Math 2. NYS Math Test Prep Program 3. Small group reteach lessons using the Go Math Program. 	<ol style="list-style-type: none"> 1. Small Group 2. Whole Class and Small Group 3. Small Group 	<ol style="list-style-type: none"> 1. During the school day for grades 2 and 3. 2. During the school day and the After School Math Program. 3. During the school day and the After School Math Program.
Science	Teacher created beginning of the year assessments	1. Differentiated Instruction	1. Small Group and 1:1	1. During the school day.
Social Studies	Teacher created beginning of the year assessments	1. Differentiated Instruction	1. Small Group and 1:1	1. During the school day.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Individual student conferences as needed.	<ol style="list-style-type: none"> 1. Guidance Counselor 2. School Psychologist 3. Social Worker 	<ol style="list-style-type: none"> 1. Small Group and 1:1 2. 1:1 3. 1:1 	<ol style="list-style-type: none"> 1. During the school day. 2. During the school day. 3. During the school day.

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

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.

1. Teachers will participate in weekly differentiated professional development: Ready Gen Workshops, Go Math Professional Development, lab sites, in-house and off-site professional development, study groups, intra-visitation, one-on-one support by the literacy coach and teacher supervisory conferences in an effort to deepen their understanding of all teaching practices such as conferring, shared writing, interactive writing and strategy lessons. All staff members will participate in professional development regarding the use of differentiated and data driven instruction to increase student performance as well as an in depth look at the Charlotte Danielson Framework for Teaching. Through the use of this tool teachers will be instructed on how to provide ongoing needs based instruction.
2. Professional development will also include an exploration of the NYS Common Core Standards in an effort to differentiate instruction based on these rubrics.
3. Classroom visits with the principal, assistant principals and coaches using walkthrough checklists and Enhancing Professional Practice; Framework for Teaching by Charlotte Danielson will provide feedback to all teachers on how to further improve classroom instruction.
4. Teachers will participate in various study groups. Teachers will be provided with a content area course book to study and reflect upon. Weekly meetings will be held to share the information learned and discuss how the techniques and skills learned can be applied within all content area instruction to improve student literacy performance.
5. All applicants' resumes are screened prior to receiving an invitation to interview with the principal and assistant principals. Afterwards, the interview process includes a review of the applicant's professional studies along with his/her knowledge and experience. During a subsequent interview a sample lesson and plan is then reviewed to assess the teacher's ability to communicate and deliver appropriate instruction, while creating a motivating and safe rapport with students. The interview process at P.S. 7 is a rigorous one to assess each applicant's ability to drive and administer instruction on an individual, small group and whole class level.

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).

1. Professional Development for teachers, assistant principals, literacy coach, paraprofessionals, guidance counselors, special education teachers, psychologists, OPTs, speech therapists, parent coordinator, and staff responsible for the delivery of instruction and services to our students is conducted throughout the school year. Records of meetings are maintained by sign-in sheets and agendas. The following areas will be addressed during professional development meetings:

Literacy and math instruction, content area instruction, Charlotte Danielson rubrics, Advance Evaluation System, Child Welfare/Abuse protocol, and School Safety, will be conducted for all staff members, as well as PD regarding ESL methodologies used in the classroom, as per the Jose P. mandates for a minimum of 7.5 hours. Study groups regarding literacy development, mathematical reasoning and technology use will also be given to all interested. Some of the books that will be utilized are *Amazing English Handbook* by Teresa Walter, *Balancing Reading and Language Learning* by Pauline Gibbons, *Dual Language Teaching and Learning in Two Languages* by Sonia Soltero, *The Young Child in Mathematics* by Juanita Copley and *Teaching Mathematics through Problem Solving* by Frank Lester and Randall Charles.
2. In-house professional development for new and experienced teachers consists of conferring, overview of the workshop model, guided reading, strategy lessons, Inquiry/teacher team, assessment, use of technology in the classroom, and content area learning.
3. The administration ensures that all staff receives 7.5 hours of ELL training during staff development days, in-house ESL/Literacy staff development, in-house differentiated professional development, study groups, and Monday – Tuesday PD time. Professional Development is also given regarding co-teaching. In co-teaching the following activities were discussed: Mini-lessons, independent reading and writing, shared reading, shared writing, interactive writing, read aloud, instructional format of lessons, advantages of co-teaching, activity based thematic units, differentiated instruction, and role playing. The administration ensures that all staff adheres to the above co-teaching model.
4. A variety of staff members including the principal and assistant principals, ESL/Literacy/math coaches, ESL and classroom teachers participate in off-site Ready-Gen and Go Math staff development in an effort to gain a deeper understanding of content, and how such programs inter-grate the CCLS standards. Staff members viewing these programs from different perspectives (ESL, classroom, AIS, supervisory) are able to gain insight as to best ways to utilize these programs to meet the needs of our students.
5. Cluster teachers participate in off sight content area professional development and turnkey important information, curricula ideas and activities and the integration of all CCLS components during Monday – Tuesday PD time.
6. All teachers will participate in on going differentiated professional development, Ready Gen and Go Math Workshops, Lab-sites, in-house and off-site professional development, study groups, intra and inter-visitation, one-on-one support by literacy/math coaches as well as teacher supervisory conferences in an effort to deepen their understanding of all teaching practices including whole class, small group differentiated and individualized instruction.

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.).

4. Mommy and Me classes are held twice per week to introduce preschoolers to the Kindergarten setting as they interact with school staff and a parent. During these sessions, children are introduced to new literature and participate in educational and social activities with other children readying themselves for Kindergarten.
5. The Parent Lending Library is open to all parents allowing them to borrow books to be read at home to their children attending our school as well as their younger siblings. This will foster a love of learning and ready our preschoolers for the classroom making the transition to Kindergarten an easy one.
6. Parent workshops inform our school community members on a variety of topics including nutrition, discipline, parenting skills, and homework help. ESL classes enable parents to work with their children who already attend our school as well as those approaching entrance into Kindergarten.
7. Upon registration all Kindergarten parents and students participate in new admit orientation. Parents receive an admission package which consists of Parent/Guardian Home Language Identification Survey in the language of their preference, a program selection form (for ELL students) residency questionnaire, Parent/Guardian student Ethnic Identification forms and the Child and Adolescent Health Examination form. Based on the information provided by the parents, the students' language needs are identified and an informal interview is given both in English and the students' native language. Upon administration of the NYSITELL, all Kindergarten ESL service requirements are determined and parents are informed of the various ESL programs offered by our school and parents are given the opportunity to choose the program best suited for their child's needs. Students are then placed into a Kindergarten class that meets their learning needs and English proficiency along with parent preferences.
8. Professional development is given to all Kindergarten teachers prior to the first day of school in September to aid teachers in the planning of instruction to better guide students towards an easy transition into Kindergarten.
9. All Kindergarten parents are invited into the classroom with their children on the first day of school to introduce them to the classroom, teacher, and books that will be read.

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

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.

1. Teachers will decide upon the assessments used with their students and create their assessment checklists on their own, within teacher teams and grade-wide based on the curriculum demands and needs of their students. These checklists are used to monitor progress and drive instruction.
2. Teachers meet collaboratively to agree upon and/or revise the Ready-Gen formative reading/writing assessments. These assessments are revised to better meet the needs and proficiencies of our students in an effort to drive instruction.
3. An assessment team consisting of the principal, assistant principals, ESL/Literacy coach, math coach and teachers from each grade was formed in the spring of 2013. This team worked collaboratively during the previous and current school year to review and decide upon the state and local measures of assessment to be utilized for this year's Advance teacher evaluation scores. The teams' decision making progress and results were shared with the staff during professional development prior to the first day of school.
4. A team of classroom teachers along with the math and ESL/Literacy coaches will work to create the CCLS math baselines and tasks which are administered to each grade in the winter and spring along with a grading rubric for each. The baseline assessments will be graded collaboratively by the classroom teachers in an effort to determine the creation of differentiated instruction as well as classroom and small group assessment checklists.
5. Although the creation of the literacy CCLS baselines and tasks was facilitated by the NYCDOE, the assessment rubric was reviewed collaboratively by each grades' classroom teachers to gain a deeper understanding of student expectations and to come to a consensus on the grading process. The literacy baselines will also be graded collaboratively by the classroom teachers to determine the creation of differentiated instruction as well as classroom and small group assessment checklists.
6. Self-chosen differentiated professional development allows teachers to analyze the assessment measures used with our students, as well as coordinate to create individual and small group differentiated instruction based on the results of such assessment.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide 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 codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide 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 Schoolwide 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	\$ 585,062.00	X	10, 18, 22, 28
Title I School Improvement 1003(a)	Federal	N/A		
Title I Priority and Focus School Improvement Funds	Federal	N/A		
Title II, Part A	Federal	\$ 231,870.00	X	10, 15, 22
Title III, Part A	Federal	\$ 71,984.00	X	10, 15, 18, 28
Title III, Immigrant	Federal	N/A		
Tax Levy (FSF)	Local	\$ 5,682.600	X	10, 15

¹Explanation/Background:

Title I Schoolwide 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, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide 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 Schoolwide 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 Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide 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 Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

- 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.
- 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.

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

- **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).
- **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.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **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.

- **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.
- **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:

- **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.
- **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.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **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.

Parent Involvement Policy (PIP) Template

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

- Providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- This includes, but is not limited to, workshops and meetings where instructional strategies are discussed and modeled so that they can be replicated in the home. Such workshops and meetings include Family Literacy & Math Night, Meet the Staff Night, Bi-Monthly Principal/Parent Meetings, Weekly Workshop and ESL classes for parents. Learning materials such as Go Math and Literacy Games are provided to parents during the above mentioned workshops. Learning materials are shared between the school and home through the use of the Book in the Bag, Books Across America and Parent Lending Library Programs.
- Providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- Through the Parents Association, parents are asked to volunteer to be part of the SLT Committee. Selected volunteers are voted by the Parent Association to become a part of the team, where they discuss and make decisions regarding curriculum activities and programs used and participated in within our school.

- Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- Parents are encouraged to participate in their child's class as a volunteer chaperone during trips and to participate as a volunteer in the Learning Leader Program. Parents are also invited to attend and participate in the Weekly Workshop sessions where early learning strategies are modeled and parents are encouraged to use the Parent Lending Library. ESL classes are held in order to help parents new to the country learn the language, as well as gain important information regarding immigration. This along with the principal's open door policy fosters a shared communication among the school community.
- Providing assistance to parents in understanding City and State standards and assessments along with Federal education guidelines.
- Conducting Principal/Parent Meetings, Meet the Staff Night and Parent Teacher Conferences along with Family Literacy/Math Night provides parents with needed information about the CCLS and how they relate to classroom and NYC and NYS Assessments used at our school.
- Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- Based on the Home Language Survey, parents are provided with all pertinent information regarding our school through the use of written correspondence which is translated into the major languages spoken by our student body; Spanish, Chinese and Bengali. Translation is provided by the Translations Unit and staff members as needed.
- Providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;
- The School Leadership Team meets monthly in order for parents, teachers and administrators to share ideas, goals, activities and concerns. At these meetings parent members are informed of the types and frequency of staff PD and are encouraged to share their ideas for improvement and/or additional workshops.

P.S. 7's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

- Holding an annual Title I Parent Curriculum Conference;
- Hosting two one-on-one Parent Teacher Conferences as well as educational family events/activities throughout the year.
- Encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- Supporting or hosting Family Day events;
- Establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- Encouraging more parents to become trained school volunteers;
- Providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- Developing and distributing a school newsletter or web publication designed to keep parents informed about

school activities and student progress;

- Providing regular written communication between school and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC) Template

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

I. School Responsibilities

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

- Using academic learning time efficiently;
 - Students will participate in 50-60 minute reading, writing and math workshops daily. In addition, each class will receive three 45-60 minute periods of science and social studies instruction per week.
- Respecting cultural, racial and ethnic differences;
 - Students will be encouraged to respect and celebrate the vast cultural backgrounds of those at P.S. 7. This will be done through social studies based instruction that emphasis family, community and culture and through the celebration of holidays and conducting International Day.
- Implementing a curriculum aligned to the Common Core State Learning Standards;
 - All subject area curricula are aligned to the CCLS. The Ready Gen Reading/Writing Workshops and the Go Math Program utilized at P.S. 7 are all aligned to the CCLS as well as the Ready Gen and Go Math tasks our students participate in. Bulletin boards and projects are also created using the criteria of these standards.
- Offering high quality instruction in all content areas;
 - All content area instruction is CCLS aligned and our teachers are highly qualified.
- Providing instruction by highly qualified certified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- Conducting Meet the Staff Night in September and Parent-Teacher Conferences each November and March during which the individual child's achievement will be discussed as well as how this compact is related. In addition end of

the year culminating activities are participated in by parents, teachers and students.

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

- Surveying parents to inquire about the types of workshops needed to meet the needs of our P.S. 7 families. The SIT Team surveys the school constituency in regards to such workshops.

II. Parent/Guardian Responsibilities:

- Monitor my child's attendance and ensure that my child arrives to school on time (7:40 a.m. for students receiving breakfast and 8:05 a.m. for children not eating breakfast) as well as follow the appropriate procedures to inform the school when my child is absent;
- Monitoring my child's attendance by being sure they arrive to and are picked up (2:30 p.m.) by a parent/guardian (that is indicated on the emergency card) on time.
- Ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age (suggested time is 8:30 p.m.).
- Check and assist my child in completing homework tasks, when necessary;
- Read to my child and/or discuss what my child is reading each day in any language (for a minimum of 30 minutes). Books in different languages can be borrowed from the lending library.
- Set limits to the amount of time my child watches television or plays video games;
- Promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- Encourage my child to follow school rules and regulations, the DOE Discipline Code, and P.S. 7's School Based Cell Phone Policy and discuss this Compact with my child;
- Volunteer in my child's school or assist from my home as time permits;
- Participate, as appropriate, in the decisions relating to my child's education;
- Communicate with my child's teacher about educational needs and stay informed about their education by promptly reading and responding to all notices received from the school or district;
- Respond to surveys, feedback forms and notices when requested;
- Become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- Participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- Take part in the school's Parent Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- Share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

2013-14 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #44](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 30.

Part A: School Information	
Name of School: Louise F Simeone	DBN: 24Q007
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other: _____
Total # of ELLs to be served: 175 Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 14 # of certified ESL/Bilingual teachers: 7 # of content area teachers: 7

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The Title III After/Before School Program will be implemented in an effort to increase students' English skills in the four language modalities; (listening, speaking, reading and writing). In addition classes will be formed to enhance students' math skills. The rationale for the before/after school program is to provide systematic, strategic, and intensive instruction in phonological and phonemic awareness, phonics, vocabulary, comprehension, fluency and writing. The after school math program incorporates vocabulary development through the introduction and use of mathematical sight words and terminology. We will have three cycles of the aforementioned programs. The first cycle will begin October 29 - December 17, 2014 (Wednesdays from 2:40 p.m. - 4:40 p.m.). The second cycle will begin January 14 - March 25, 2015 (Wednesdays from 2:40 p.m. - 4:40 p.m.). The third cycle will begin April 15 - May 27, 2015 (Wednesdays and Thursdays from 7:00 a.m. to 8:00 a.m.). Certified ESL/Bilingual and Common Branch teachers will be hired to support the Title III After/Before School Program. If a Common Branch teacher teaches the class, the class will receive support by a certified ESL/Bilingual teacher. In each cycle there will be a teacher student ratio of approximately 1:15 in order to provide the students with small group instruction that will maximize their learning. In the first cycle, eleven teachers will be hired to support the Title III after school program. All teachers are certified in Bilingual/ ESL methodologies. In the first cycle we will have eleven classes in grades two through third with approximately fifteen students in each class. During the second cycle we will have 18 classes in grades 1 through third grade with approximately 15 students in each class. In the third cycle we will have 12 classes in grades kindergarten through third grade with approximately 15 students in each class. The students will have the opportunity to engage in an integrated language learning experience as they develop skills through structured activities such as: read aloud, shared reading, shared writing, interactive writing, strategy lessons and guided reading lessons. The Santillana Spotlight on English curriculum will be used in order to help students gain and develop English language proficiency and help students achieve competency in the four language arts domains of listening, speaking, reading, and writing. High quality classroom libraries and the use of technology will support our goals and will be used along with the above mentioned teaching practices. Informal assessments will include pre-assessment, post assessment and the language acquisition checklists to measure growth.

Part C: Professional Development

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

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

Begin description here: Teachers will participate in professional development as indicated: Study group before school. A group of 14 teachers both Common Branch and ESL certified teachers will participate in a study group. This group will meet for 10 sessions on Wednesdays from 7:00am-8:00 am. The

Part C: Professional Development

rationale of the study group will be to increase students English skills in the four language modalities; (listening, speaking, reading and writing) during literacy instruction as measured by ongoing assessments, teacher observations and checklists. A certified ESL teacher will conduct this study group.

Part D: Parental Engagement Activities

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

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

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

Part E: Budget

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

Allocation Amount: \$71984

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	\$35,198.04	The allocation of per-session monies will cover the following: <ol style="list-style-type: none"> 1. Teacher per-session for the three cycles--\$29,203.24 2. Study group-\$5,994.80
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	Professional books for Bilingual study groups, chart paper, workbooks and library books for students in the program.
Supplies and materials <ul style="list-style-type: none"> • Must be 	\$18,299.96	_____

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$71984

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
supplemental. <ul style="list-style-type: none">• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)	\$18,483.00	Laptops for students, On line reading program licenses (Earobics from Hartcourt). Laptops will be used to write stories, internet research, pod casting, blogging, and access reading the on line reading program.
Travel	_____	_____
Other	_____	_____
TOTAL	\$71,984.00	_____

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 24Q007 School Name: Louis F. Simeone

Cluster: 4 Network: 410

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

**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 24	Borough Queens	School Number 007
School Name Louis F. Simeone		

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 Sara Tucci	Assistant Principal Giovanna Prosperi
Coach Naomi Landau	Coach Kathy Hartney
ESL Teacher Jennifer Caruana	Guidance Counselor Ruth Gonzalez
Teacher/Subject Area Leigh Pena	Parent type here
Teacher/Subject Area Iclia Santiago	Parent Coordinator Joyce Serra
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	7	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	4	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	12	Number of special education teachers with bilingual extensions	2

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1055	Total number of ELLs	632	ELLs as share of total student population (%)	59.91%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0										0
Dual Language <small>(50%:50%)</small>	0	1	1	1										3
Freestanding ESL														
self-contained	5	3	2	1										11
Push-In	5	6	7	7										25
Total	10	10	10	9	0	39								

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	632	Newcomers (ELLs receiving service 0-3 years)	554	ELL Students with Disabilities	78
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6+ years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [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	0	0	0	0	0	0	0	0	0
Dual Language	27	0	0	0	0	0	0	0	0	27
ESL	605	0	0	0	0	0	0	0	0	605

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	Total
Total	632	0	0	0	0	0	0	0	0	632
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

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

*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	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish	0	0	11	10	7	10	5	6											23	26
Chinese	0	0	0	1	0	3	2	3											2	7
Bengali	0	0	1	0	0	1	1	3											2	4
TOTAL	0	0	12	11	7	14	8	12	0	27	37									

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
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): <u>53</u>	Number of third language speakers: <u>7</u>	
Ethnic breakdown of EPs (Number):		
African-American: <u>0</u>	Asian: <u>10</u>	Hispanic/Latino: <u>20</u>
Native American: <u> </u>	White (Non-Hispanic/Latino): <u>7</u>	Other: <u> </u>

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	63	62	52	57										234
Chinese	55	46	49	35										185
Russian														0
Bengali	33	29	18	9										89
Urdu	2	1	2	3										8
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi				1										1
Polish														0
Albanian														0
Other	29	27	15	17										88
TOTAL	182	165	136	122	0	605								

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)	70	25	18	11										124
Intermediate(I)	79	53	45	15										192
Advanced (A)	43	94	84	95										316
Total	192	172	147	121	0	632								

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	61	29	21	2	113
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)				2	2

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	32		34		36		16		118
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)							2		2

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
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.
The assessment tools our school uses to assess the early literacy skills for our ELLs include NYSESLAT, EL SOL, NYSITELL, TC Running Records, NYC Performance Assessment, and Interim writing assessments. In addition, the teachers have created checklists to be used day to day to address the Common Core Learning Standards. Informal reading assessment is ongoing. The students are assessed in

skills such as main idea, retelling and vocabulary use to mention a few. During writing the students in Kindergarten through second grade are assessed every three weeks using the ReadyGen performance-based assessment. In third grade the students are assessed every four and a half weeks using the ReadyGen performance-based assessment. The analysis of this data has shown that our ELLs are improving academically. The success of the programs implemented at P.S. 7 are evident as the students reading levels are increasing as assessed by the running records and end of the unit assessment in ELA and Math. Based on the data above, our instructional programs will continue to be used. Students' oral language is developed through the use of instruction using read aloud, shared reading, interactive reading and writing. In addition, we will continue teaching thematically, integrating language and content instruction, planning for small and whole group and individualized instruction, and creating a print rich inclusive learning environment. We will continue to involve the parents by providing parental workshops as well as math and literacy nights. According to our 2013-2014 El Sol assessment data, our students' mastery level increased across the grades. We believe that this increase is due to our Dual Language classes. Students receive a balance of instruction in English and Spanish. We use the 50/50 model. The administration will continue to support the Native Language Arts by providing teachers with *De Cancioneros a Cuento*, *Alfarrimas*, *Escritura Letó* by Fountas and Pinnell, *Lectorum* (ReadyGen Spanish matched books) and other Spanish programs to support our students:

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

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

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

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Patterns that emerge across NYSESLAT modalities, will serve as a basis to drive instruction. We will continue to provide instructional support in all language modalities and provide additional support in modalities that need improvement through the use of small group instruction and flexible grouping. Data reflects that as students acquire CALP, their proficiency level increases in the reading and writing modalities. Transition to the next proficiency level is greater in listening and speaking than reading and writing. When analyzing the results from the 2014 NYSESLAT 28% of our English Language Learners improved by at least one or more levels from the previous year. January 2015 Running Records from our Tier II English Language Learners indicated that 100% of the students increased reading levels. 12% improved one level. 30% improved two levels. 33% improved three levels and 25% improved four or more levels. Since September over 50% of our English Language Learners have improved their oral language development as measured by the English Language Acquisition Checklist. In January we administered an Interim Assessment similar to the NYC Performance Assessment in grades K-2. The assessment analyzes writing through seven different traits. A comparison of the English Language Learners to students who are English Language Proficient yielded similar progress for both groups of students indicating that our English Language Learners are making progress commensurate with our English Proficient students across all seven traits.

In addition to the school level assessments, classroom teachers assess their English Language Learners on a daily basis through checklists, conference notes, and rubrics. Students are given end of unit assessment in both ReadyGen and Go Math. Content area teachers using checklists and rubrics to ensure that students are both developing content area vocabulary and using that content vocabulary in speaking and writing. Curriculum planning allows administrators, teachers and staff developers to adjust all content area instruction to meet the needs of our ELL population based on data regarding their performance in each modality.

4. For each program, answer the following:

- a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.

c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

a. After analyzing the data of EL SOL, NYSESLAT, NYSITELL, and teacher assessments, several teacher teams were developed in order to specifically target the needs of English Language Learners. Small group instruction is part of our balanced literacy program and is done on a daily basis in order to differentiate instruction to meet the needs of all students. The data reflects that the ELL population and the native language speakers have increased in benchmarks during the interim assessments.

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

c. By analyzing student results and patterns across proficiencies and grades we have come to the conclusion that, as researcher Jim Cummins states: learning a second language is developmentally cognitive. As students acquire CALP, their proficiency level increases in the reading and writing modalities. Transition to the next proficiency level is greater in listening and speaking than reading and writing. Our data supports the research that BICS acquisition takes three to five years and CALP attainment takes eight to ten years. Periodic Assessment has proven that beginning and intermediate ELLs are vocabulary deficient in English and possess lower levels of reading and writing proficiency than their Native English Language speaking peers. Native language is used in our school by providing students with materials such as math books, leveled library books in various languages in classrooms and the lending library, and genres to include Spanish, Chinese, Urdu and Bengali. When teachers deem necessary, they use scaffolding techniques to facilitate students' understanding in order to avoid frustration.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Our school begins with the Universal Screening, which is administered to all students. As the Universal Screen, our school uses TC Running Records, and the following assessments for kindergarten and first grade: Letter sounds, letter knowledge, and concepts of print. For the 2014-2015 school year, we have added the NYC Baseline Performance Assessment as part of the Universal Screen. Additionally, when ELLs first enter our NYCDOE, the Home Language Identification Survey (HLIS) is administered. Using information from the HLIS, ESL services needed by each individual child are determined. Each child receives ESL services from a highly qualified staff member (certified ESL teacher). Beyond the information from the HLIS, the Universal Screen is used to flag students whose literacy skills are below grade level. English Language Learners are flagged as needing additional support in literacy in conjunction with language services.

Tier I Instruction

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

Tier II Instruction

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

Tier III Instruction

English Language Learners who are not thriving after a minimum of nine weeks in Tier II are then brought to the attention of the RtI team. The RtI team discusses data from the progress monitoring assessments given during Tier II. The RtI team uses the data to discuss how Tier III interventions can help the student overcome his/her difficulties. We use a pull-out RtI model. ELLs who are determined to be in need of more intensive differentiated instruction will receive Tier III instruction four times a week for 45 minutes in small groups of

no more than three from a highly qualified teacher. As part of the Tier III instruction, we use The Wright Group Early Reading Intervention Program, which is a research based literacy program addressing the following literacy components: sight word instruction, comprehension, phonics, vocabulary instruction, and fluency. Additionally, in order to meet the language needs of Ells we have incorporated Mondo, which is an oral language development program. Ells are monitored for progress once a month and changes are made to instruction based on the assessments. The RtI team meets bi-monthly to discuss student progress. Parents are notified in writing of their child's placement in Tier III. The notification letters have been translated into Chinese and Spanish.

If the student continues to demonstrate persistent difficulties despite the additional interventions in Tier II and Tier III over a suitable period of time, the child is recommended to our School Based Support Team (SBST) in order to determine if the child is in need of a comprehensive multidisciplinary evaluation. However, our school views RtI as a problem solving model, rather than a special education pre-evaluation and makes every effort to determine specific language/literacy challenges faced by individual English Language Learners who are not making sufficient progress. We believe in a focused problem-solving model that provides students with increasingly intensive, targeted instruction and ongoing progress monitoring that is created to meet their individual language/literacy needs.

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

Students' native language skills are being used for instructional purposes. In order to support language development, shared reading has been increased in Kindergarten and first grade classes. The purpose of this instructional shift was to increase oral language development as well as increase growth in reading levels for our ELL population. Across all grade levels teachers and students develop individual student and class goals in all content areas. One of the elements necessary to provide a balanced literacy program for English Language Learners is for them to use their primary language. ReadyGen translated books were purchased in order to support ELL students primary language. The first through third grades Dual Language classes are using Sistema de evaluacion de la Letra por Letra by Fountas and Pinnel. They are also using De Canciones a Cuentos, and Bien Dicho.

7. For dual language programs, answer the following:

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

a. The English Proficient students are assessed in the second language using Sistema de evaluacion de la Letra por Letra by Fountas and Pinnel, teacher made assessments and EL SOL.

b. The level of language proficiency in the second language for EP's is based on the EL Sol assessment data. Our EP students' mastery in 2013-2014 level increased across the grades. Students receive a balanced instruction in English and Spanish. We use the 50/50 model. The administration will continue to support the Native Language Arts by providing teachers with Letra por Letra, De Canciones a Cuentos, Bien Dicho!, Alfarrimas, and other Spanish programs to support our students.

c. At the present time we do not have State and City assessments for our English Proficient students since our 3rd grade Dual Language students will take El Examen de Lectura en Espanol in May.

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

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

Part IV: ELL Identification Process

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

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

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

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

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

A. The school pupil accounting secretary prints the list of students eligible to take the NYSITELL or NYSESLAT (RLER). This list includes all students in P.S. 7 who are eligible to take the NYSESLAT during the current school year. Eligibility is determined based on the results of the previous year's NYSESLAT. Newly admitted students' eligibility to take the NYSESLAT is determined by the results of the NYSITELL.

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

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

*Lily Zhang

Bilingual English and Chinese

TESOL K – 12

*Jennifer Caruana

Bilingual English and Italian

TESOL K – 12

Common Branch License PreK – 6

*Kim Ng

Bilingual English and Chinese

TESOL K – 12

*Natalia Dasrath

Bilingual English and Russian

TESOL K-12

*Henrietta Dudas

Bilingual English and Hungarian

TESOL K-12

*Orit Sperber

TESOL K-12

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

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

To ensure that our parents understand the three program choices for English Language Learners, a license pedagogue and/or an

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

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

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

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
The results of the NYSITELL combined with parent's choice enables the school to place the students in the program that best meets their individual needs and recognizes their strengths. Students are identified as ELLs based on the HLIS, LAB-R, NYSESLAT and NYSITELL. The Parent Survey and Program Selection form is reviewed. The child is then placed accordingly so that they receive the required amount of English Language instructional time within the parent selected program. Parents are informed of the placement of the child through a letter written in their native language. Because the state requires that ELLs be placed in the appropriate program within ten days of their enrollment, P.S. 7 makes every effort to comply.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The school ensures that all four components of the NYSESLAT are administered in compliance with the New York City and State regulations. Prior to the speaking portion of the NYSESLAT, all pedagogues assigned to administer this subtest are provided with a training session using video and other training materials from the state. This is done to ensure consistency in administration of the subtest and the assessment of students' speaking skills. The speaking subtest is administered to students individually in an assigned location separate from other students. The student's answers are recorded by the pedagogue administering the test on the student's

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

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. *①*
- Upon review of the Home Language Identification Survey and Program Selection Forms for the past few years, the trend of program choices at P.S 7 has been Freestanding ESL and Dual Language. Upon parents' selection of the program, students are placed accordingly. We adhere to parents' request and value their program choice. For the 2013-2014 school year, the parents selection of the three programs the DOE offers ELLs is as follows: 22% Dual Language; 11% TBE; and 66% ESL. For the 2014-2015 school year, the parents selection of the three programs is as follows: 7% Dual Language; 3% TBE; and 90% ESL. The parents who chose the TBE program is made up of different languages such as Chinese, Spanish and Bengali. The program models offered at P.S 7 are aligned with parent requests.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

1. The following is a description of how instruction is delivered:

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

1a. The organizational models at P.S 7 are: ESL Push-In, Self-Contained ESL, Dual Language, and Collaborative Team Teaching.

1b. Our program models are heterogeneous grouping for all grades and departmentalized classes for the third grade only.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

a. Students in the Free Standing English as a Second Language program receive all instruction in English. The New York State

Commissioner's Regulations Part 154 determines how many units of ESL instruction each student should receive according to his or her English proficiency level as measured by the NYSITELL and/or the New York State English as a Second Language Achievement Test (NYSESLAT).

- All students are provided with high-quality instruction in English as a Second Language utilizing scaffolding strategies in the delivery of each lesson.
- Beginning and intermediate students receive 360 minutes of ESL instruction per week. One period of instruction per day is specifically focused on ESL, and the second period uses ESL methodologies within the content areas.
- Advanced students receive 180 minutes of ESL instruction per week within the content areas.
- Instruction is differentiated and scaffolded to ensure academic success.
- The workshop model of instruction is used in order to provide opportunities for utilizing specific second language teaching methodologies.
- ESL teachers deliver the ESL instruction through a push-in flexible grouping model during a 90-minute literacy block, i.e. ReadyGen Writing/Reading Workshops, Word Work, Ready Gen Phonics, Shared Reading, Shared Writing, and Read Aloud.
- There are five self-contained ESL classes in Kindergarten, three in first grade, two in second grade, and one third grade ESL self-contained class.
- The composition of classes in P.S. 7 determines the variety of programs set in place at the school. P.S. 7 has 47 classes with a total number of 1055 students. Self-contained ESL classes constitute about 23 % of all classes. Classes are heterogeneously grouped. In grades K-3, students receive single or double periods of ESL instruction as mandated. All ELL students are grouped within the classes according to their language proficiency levels to meet their specific instructional needs. All students in the Dual Language program develop their second-language skills while learning content knowledge in both languages. Content area instruction is taught separately, one day by the cluster teacher in English and the next day by the Spanish Dual Language teacher.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

In both the Dual Language and Free Standing English as a Second Language Program, the instruction is differentiated for beginner, intermediate, and advanced students with the use of scaffolding, extensive modeling, and other ESL strategies. These strategies may include activating prior knowledge, making connections to experiences, building new knowledge, using visuals and realia. Teachers will provide scaffolding at different levels, such as teacher-centered activities, interactive and shared activities, as well as students' independent and small group work supported by teacher conferences. Students are expected to build academic skills in their first language and eventually transfer these skills to the second language. English Language Learners and English Proficient (EP) students are linguistically integrated for all content area instruction.

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

- All ELLs are provided with standard-based instruction in both content and literacy areas aligned to Common Core Learning Standards.

In both programs, the following methods are used to make content comprehensible to foster language development and meet the demands of the CCLA:

- Small Group Instruction – Daily with various groups within the reading, writing and math workshops. This may consist of guided reading, strategy lessons, shared reading, word work, read aloud, shared writing, story telling, and dramatization. At this time ELLs receive small group instruction, one-on-one conferences, partner reading, etc.

- Content area instruction uses ESL methodologies such as scaffolding, realia, TPR, hands on, etc.

Science – Science teachers and classroom teachers create hands on activities which foster active learning. Teachers scaffold academic vocabulary development by using pictures and photographs to support vocabulary. When possible classroom trips connected to the content instruction are planned to facilitate in building meaning.

- Social Studies - Classroom teachers scaffold academic vocabulary development by using pictures and photographs to support the vocabulary. When possible, classroom trips connected to the content instruction are planned to facilitate in building meaning.

- Math Workshop -Students interact with the math content by using manipulatives. Teachers also scaffold learning by previewing content specific vocabulary with English Language Learners.

Dual Language:

We have a Dual Language Program which is developmental, and language-enriched. Three certified teachers (one in first grade, one in second grade and one in third grade) work to instruct the students in two languages (English/Spanish). English proficient and

native language proficient students are paired to receive instruction in two languages. These classes are heterogeneously grouped. We are implementing the 50:50 model in which the students selected are 50% English speakers from different countries and the other 50% are native Spanish speakers. Content area instruction is taught separately, one day by the cluster teacher in English and the next day by the Dual Language teacher in Spanish. Our Dual Language program promotes bilingualism, multiculturalism, and bi-literacy for our children. All Dual Language classes are self-contained. All students in the Dual Language program develop their second-language skills while learning content knowledge in both languages and as emergent literacy is taught simultaneously. Free Standing English as a Second Language

We also have self contained English as a Second Language classes. These classes consist of Beginner, Intermediate and Advanced English Language Learners. The students are heterogeneously grouped. A certified ESL teacher teachers all content area instruction using ESL methodology.

We also have push-in ESL classes. In these classes a certified ESL teacher pushes in either 360 minutes a week or 180 minutes a week depending on the needs of the students.

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

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

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

Listening is emphasized through the use of: Interactive Read Aloud, The share portion of each workshop, listening centers, books on tape, teacher and student conferencing, retelling of stories, and during turn and talk. Students also have the opportunity to meet the performance standard in listening by dramatizing stories during shared reading/writing. Services in ESL are provided according to CR Part 154 based on NYSITELL and NYSESLAT scores through the push-in model. Speaking is emphasized through: Shared Reading, Storytelling and dramatization, mimicking, comparing and contrasting, review of common vocabulary, and the use of realia and visuals to support conversation and activate prior knowledge. During Interactive Read Aloud the students have the opportunity to turn and talk to discuss the book being read by the teacher. In addition, students practice speaking during shared reading and writing. Listening centers enable the students to talk about books by: telling how a character feels/changes, predicting, inferring, summarizing, as well as comparing and contrasting characters. The students also have the opportunity to turn and talk to practice speaking skills. Services in ESL are provided according to CR Part 154 based on NYSITELL and NYSESLAT scores through the push-in model and self-contained classes. The ReadyGen reading curriculum has differentiation of instruction for Ells. Students in first, second and third grade are assessed in reading five times a year using the Running Records. The students in Kindergarten are assessed four times a year using the Running Records. After the data has been analyzed the students are provided with small group instruction such as: guided reading, and strategy lessons. In addition students receive differentiated instruction with the use of scaffolding techniques at different levels, ESL strategies in small groups and extra support during the early bird, and after school Title III program. Students are assessed using formative and summative assessment, Language Acquisition and Reading Checklists in order to drive content area instruction as well as language development. Services in ESL are provided according to CR Part 154 based on NYSITELL and NYSESLAT scores through the push-in model. The ReadyGen writing curriculum has differentiated instruction for Ells. During writing the students have the opportunity to write daily about what they read during the reading workshop. Students receive instruction through interactive and shared writing, clear and concise modeling is provided. Kindergarten through second grade students are assessed every three weeks using the performance-based assessment. Third grade students are assessed in writing every four and a half weeks. After the data has been analyzed, teachers create writing strategy groups in order improve students' writing skills. Services in ESL are provided according to CR Part 154 based on NYSITELL and NYSESLAT scores through the push-in model.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).
- a. Currently we have no SIFE students.
- b. All Ells are provided with the Common Core Learning Standard instruction in both content and literacy areas.
- The language arts instructional component is delivered using instruction in English with the use of ESL methodologies.
 - Instruction is differentiated for beginner, intermediate, and advanced students with the use of scaffolding, extensive modeling,

and other ESL strategies. These strategies may include activating prior knowledge, building new experiences, using visuals and vocabulary enrichment.

- Teachers scaffold at different levels during the second read of ReadyGen reading workshop, and during the writing workshop.
- The P.S. 7 administration and teaching staff will meet the individual needs of different categories of ELLs coming to this school.
- Newcomers receive support in their native language. Teachers provide an anxiety-free environment by pairing newcomers with buddies who speak the same language or help them learn English through interpersonal communication and after school Title III program.

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

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

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

e. Our plan for former ELLs is to provide students with differentiated instruction with the use of scaffolding techniques and ESL methodologies. The students receive guided reading and strategy lessons in order to continue improving reading and writing skills.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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

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

P.S. 7 differentiates instruction, adapts curriculum and uses a flexible schedule to meet the needs of ELL-SWDs within the least restrictive environment. Additionally ESL services are provided through the push-in model.

Courses Taught in Languages Other than English ⓘ

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

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

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

Courses Taught in Languages Other than English ⓘ

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

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

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

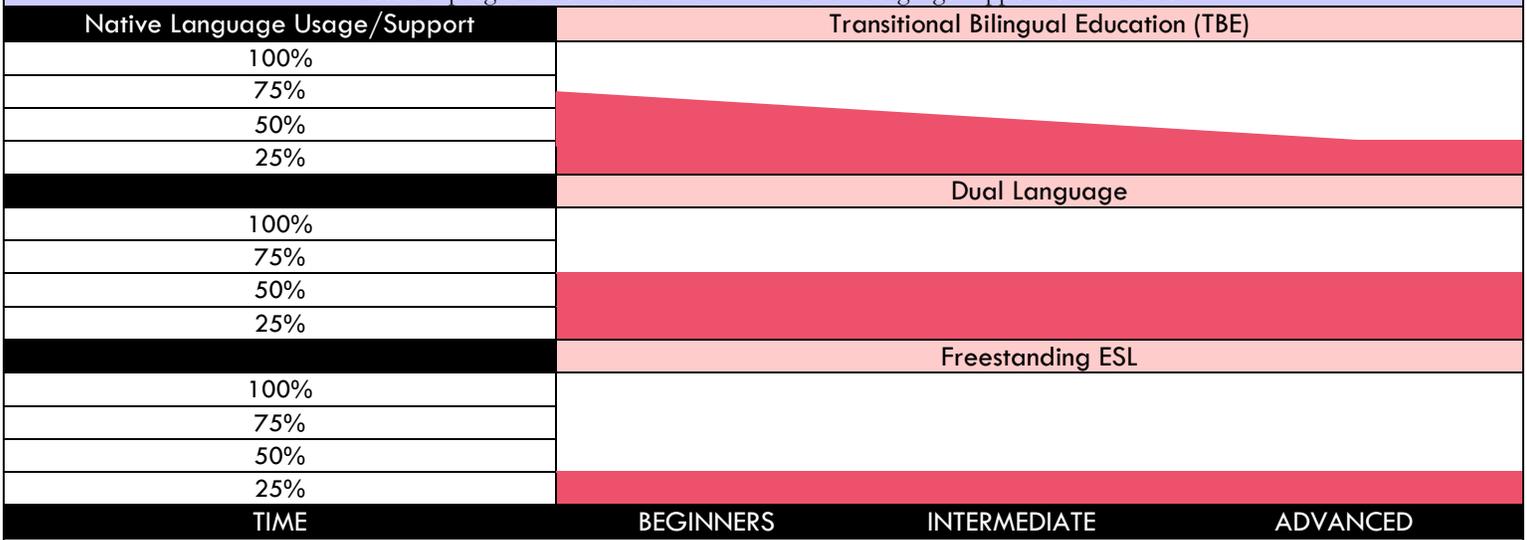
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

The targeted intervention program utilized at PS 7 for intermediate and advanced ELLs in ELA follows the Response to Intervention tiered program aimed at closing the achievement gap for our at risk learners. Beginner ELLs receive support developing their oral language through shared reading and through language experience approaches. Students develop concept vocabulary through realia and authentic experiences. Intermediate and advanced ELLs receive targeted literacy/language support in the classroom by the classroom teachers, ESL teachers, and AIS teachers. This intervention support consists of a variety of supports included shared reading, Foundations, oral language development, guided reading, shared writing, and interactive writing. Students are taught individually and in small groups. In addition to the support from teachers, students work collaboratively with students who are more proficient in the English language. Students also have access to the online program RAZ-Kids. RAZ-Kids is a leveled reading program. Students access the program both in school and at home. English language learners who continue to need more intensive support in literacy (students who are a year or more below grade level) receive Tier II instruction by either an ESL teacher or an AIS teacher. In order to promote academic achievement in reading, the RtI team members were carefully selected in order to include a range of experts. The RtI team consists of: The principal, Assistant Principals, AIS teachers, ESL teachers, the bilingual school psychologist, Guidance Counselor and the Literacy Staff Developer.

Students who do not make sufficient progress in Tier II as demonstrated by running records, interim assessment and ongoing formative assessment enter into Tier III. The program that is used for both Tier II and Tier III RtI is called the Wright Group Early Reading Intervention Program. The Wright Group Reading Intervention Program is a research based program consisting of fluency, vocabulary, comprehension, and phonics. Additionally, Tier II and Tier III instruction consists of an oral language development program by Mondo. Students who receive Tier II instruction are pulled out in small groups of no more than five two times a week for 45 minutes. Students who receive Tier III instruction are pulled out in small groups of no more than three two times a week for 45 minutes.

The extended day and Title III after-school programs offered at P.S. 7 are aimed at helping students meet and exceed the NYS Common Core Learning Standards in literacy and math. Title III Early Bird, after school, and Saturday program ELA, ESL and math are provided to first, second and third grade students. During the spring, the Kindergarteners are provided with an Early bird program in ELA and ESL. Students will be taught individually and in small groups in order to assist them in building basic language skills in listening, speaking, reading and writing. Extended day is geared towards At-Risk students. It reinforces and reviews strategies and skills taught in the classroom to improve academic performance through one-on-one and small group instruction. Guidance counseling addresses emotional, social and behavioral needs/weaknesses in order to improve student achievement. This is facilitated in each grade level, one-on-one and in small groups during the school day. At-Risk services are provided by Guidance Counselors on an as-needed basis. The occupational therapist and physical therapist meet with students during the school day individually in order to meet their needs as specified on each child's IEP. At-Risk's speech is offered to students in grades K-3 during the school day individually and in small groups to meet the needs specified on each child's IEP.

In math, teachers provide small group and one on one instruction to students who need academic intervention. We have an AIS math teacher who provided differentiated support to English Language Learners. The AIS math teacher works in small groups with targeted students.

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

At the school level, we track the effectiveness of our programs using the following assessments: NYSESLAT, TC Running Records, the Language Acquisition Checklist, the New York City Performance Assessment and Go Math Assessments. We administer running records five times a year (four times a year in kindergarten) and the New York City Performance Assessment four times a year. Teachers track oral language development every month using the Language Acquisition Checklist. The Go Math Assessment is administered 3 times a year (Beginning of Year, Mid-Year, and End of Year).

When analyzing the results from the 2014 NYSESLAT 28% of our English Language Learners improved by at least one or more levels from the previous year. January 2015 Running Records from our Tier II English Language Learners indicated that 100% of the students increased reading levels. 12% improved one level. 30% improved two levels. 33% improved three levels and 25% improved four or more levels. Since September over 50% of our English Language Learners have improved their oral language development as measured by the English Language Acquisition Checklist. In January we administered an Interim Assessment similar to the NYC Performance Assessment in grades K-2. The assessment analyzes writing through seven different traits. A comparison of the English Language Learners to students who are English Language Proficient yielded similar progress for both groups of

students indicating that our English Language Learners are making progress commensurate with our English Proficient students across all seven traits.

In addition to the school level assessments, classroom teachers assess their English Language Learners on a daily basis through checklists, conference notes, and rubrics. Students are given end of unit assessment in both ReadyGen and Go Math. Content area teachers using checklists and rubrics to ensure that students are both developing content area vocabulary and using that content vocabulary in speaking and writing.

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

We are continuing all the programs from the previous year.

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

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

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

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

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

At P.S. 7 technology plays a big role in the students' academic life. Teachers have been provided with Promethean boards and laptops to aid in the teaching of math, reading, writing, social studies, science and phonics. Activities are provided to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement are provided with timely and effective assistance. Programs such as; ReadyGen phonics kit, Reduced Class Size, the early bird, and an After School program are some of the reform strategies in use. All programs help meet the academic needs of students. In order to meet the needs of our

at-risk students, programs such as the RtI, Counseling, Pupil Personnel Services, and Mentoring Services for teachers are in place. All teachers at P.S. 7 have been provided with technology programs such as Brain Pop, Brain Pop Jr., Brain Pop ESL, Learning A-Z, Raz-Kids , and Reading A-Z . Administrators, lead teachers and staff developers, consistently model teaching strategies and learning process for specific grades.

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

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

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

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

All support services and resources students receive are age appropriate and correspond to both their grade and language proficiency level

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

In May of each year, we provide an orientation for parents of incoming Kindergarten students. At this orientation, parents are informed of all three programs the Department of Education offers English Language Learners and informs parents of other services provided to students with special needs. In addition, we inform the parents about uniforms, lunch forms, emergency cards, first day of school and other important dates of the year.

18. What language electives are offered to ELLs?

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

19. For schools with dual language programs:

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

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

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

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

d. At P.S 7 we use the self-contained Dual Language model.

e. Emergent literacy is taught simultaneously.

C. Professional Development and Support for School Staff

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

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

2. The following professional development is offered to teachers of ELLs in supporting ELLs as they engage in the Common Core Learning Standards:

- ESL methodology and strategies using Foundations.
- Language Acquisition Stages and checklist.
- ESL methodology and strategies using the ReadyGen curriculum.
- The importance of meaningful context-embedded tasks to support the language and cognitive needs of ELLs.
- Differentiated instruction to meet the individual needs of ELLs. (Focus on oral language development for beginners and intermediates,)
- Providing ELL readers with the support they need to take the ELA, NYSESLAT, Science, and Math exams.
- Cultural sensitivity toward ELL students coming from diverse ethnic backgrounds and the infusion of multicultural themes in the school curriculum.
- Scaffolding and instructional strategies for teaching ELLs in all content areas.
- Strategies needed to prepare ELLs to meet city and state standards and provide teachers with a clear familiarity of ELA, NYSESLAT, CTB, and other examinations.
- Study groups will be conducted specific to the needs of ELL's focusing on differentiating strategies to implement during ReadyGen and Go Math.

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

3. Our third grade classes are departmentalized in order to assist our students in transitioning from elementary to middle school. The teachers complete articulation cards in order to provide the academic information of the students transitioning to the fourth grade. In addition, the students receive a summer packet in order to help them prepare for the fourth grade. The students' upcoming principal visits our school for a meet and greet in May.

4. The administration ensures that all staff receives 7.5 hours of ELL training during staff development days, in-house differentiated professional development, and study groups. Differentiation of Instruction for ESL students is an in-house ELL training workshop presented by staff developers. The above workshop included how to scaffold and differentiate instruction, stages of language acquisition, activities related to the different stages of language acquisition and questioning techniques to ensure that each child understands what is being taught. The administration collects a language acquisition checklist from all teachers working with ELLs. Another workshop provided to the staff was Visual Thinking Strategies (VTS). This program supports oral language development through art. The ESL/Literacy Coach, Ms. Landau, who has various certifications such as Common Branch and an ESL, provides on going staff development throughout the school year. Staff development presentations provided by the literacy coach include: Shared Reading, Universal Design for Learning, and Foundations. All teachers at P. S 7 have been provided with resource materials that they have been studying and using extensively for their classroom instruction. Administrators, lead teachers and staff developers, consistently model teaching strategies and learning process for specific grades.

D. Parental Involvement

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

1. Ongoing workshops are provided for parents in order to help them acquire the skills needed to assist their children in the development of print strategies and phonemic awareness, which are essential for student's success. The expertise of staff members including literacy, math, and technology experts will be utilized in workshop presentations. The ELL parents are also involved in Parent Association activities held at the school, such as picture day, family nights, and holiday celebrations. This year, we have a variety of nationalities represented on our School Leadership Team, and they are an involved and outspoken group.

Parents of all grades have the opportunity to meet their child's teacher at "Meet the Staff Night" held each September. During this forum parents learn how to help their child meet the standards in all curriculum areas. Parents of new admits across the grades are invited to the school and receive information regarding curriculum, instructional methods, student requirements, and parent support. P.S 7 holds orientation sessions for parents of new admits to ensure that parents can make informed and educated choices regarding the language services their children receive. In addition, parents are welcomed to attend parent teacher conferences twice a year (Fall/Spring) as well as the Family Share Fair held in May. Every week, during Parent Engagement, parents are invited to meet with their child's teacher to discuss progress. Teachers and staff members have also used this allotted time to present presentations to groups of parents on how to help their child at home.

- Basic parent orientation materials are available in the dominant languages of the school's ELL population.
- All parents of ELLs are notified annually or as the need arises in the language of their preference about program choices available.

The school has translators to help parents communicate in their native language with school personnel.

- The Parent Coordinator, Administration and Literacy Coach are active liaisons between the school and parents.
- Materials and notification letters are available in the preferred languages.
- The school provides translation/interpretation services to help parents communicate in their native language with school personnel.
- During registration we offer parent an individual orientation. The Home Language Identification survey is completed at that time by a licensed pedagogue who determines the student home language. Once the home language is identified and it's determined that it is other than English, the parents watch the parental choice video. The video informs them of the three programs the Department of Education offers ELLs such as Free Standing English as a Second Language (ESL), the Transitional Bilingual Education and the Dual Language Programs. Soon after the students are tested by a licensed pedagogue who administers the NYSITELL. Every interview is documented at the school. This orientation is ongoing as new students are registered. Because the state requires that ELLs be placed in the appropriate program within ten days of their enrollment, P.S. 7 ensure that students are placed in the appropriate setting based on the NYSITELL results. After the interview is completed, the parents are informed of their child's eligibility for ESL services, and we collect the parental choice letter that indicates the parent's program choice for their child.

2. During the 2014-2015 school year we will continue with the Cornell Nutrition workshops for our parents. This will be presented in Spanish and English and emphasize good nutrition and exercise habits with sample food preparation demonstrating. Parents will receive a certificate at the end of the eight week program. This program has been very successful and well attended by parents.

3. The Parent Coordinator analyzes the DOE school survey and uses the information gathered to address parent needs. P.S 7 administration and staff has an open door policy with all parents. Our parents are actively involved in their child's education. Parents are also asked to complete a survey at the end of each workshop to determine its effectiveness.

4. The Parent Coordinator implements an Adult ESL Program two mornings per week in the cafeteria for parents of beginner and intermediate level students. Some parents attend both classes. In addition to presenting grammar and speaking skills, the Parent Coordinator incorporates vocabulary, history, and map skills into the program to enrich and provide more understanding of the weekly lessons. She also makes suggestions for using these skills while working with their children, so that the ESL class becomes a mini parent workshop as well. The Parent Coordinator organizes curriculum workshops with the appropriate staff (Administration and Literacy Coach) throughout the year with an emphasis on Math, English Language Arts and NYSESLAT. In the Spring our Administration, Parent Coordinator and Literacy Coach conducts an orientation for incoming Kindergarten/new admits' parents to familiarize them with the school. The Parent Coordinator makes parents aware of the various events occurring in the school to encourage participation. Every other month the principal has a Principal/Parents meeting in which the parents are informed of the Title I money, the new teacher evaluation system-Advance, ReadyGen and Go math overview. In addition, during these meeting parents are given professional development such as: How to conduct read aloud, and share reading with their children at home. How to teach math at home, and How to use technology to mention a few. In February State ELA and Math workshops are scheduled for all third grade parents in order to enable them to help their children prepare for these examinations. In addition a similar workshop regarding the NYSESLAT is provided to all ELL parents in April. This is especially important for ELL parents in order

to gain an understanding of the concepts their children are learning in class to help them at home. In the Spring, the Assistant Principals and the Parent Coordinator organize a Family Math/Literacy Night. Many Ell families attend (translators in Spanish/Chinese are available). This provides incentive for parents participate with their children to learn math/literacy games that they can also play at home. The Parent Coordinator is available to support the needs of all parents and offer ideas on how to help their children. A monthly calendar including parent news and workshops is sent home to parents and emailed to those who provide an email address to the school. Parents are kept informed of all the instructional programs offered at P.S. 7, as well as the school's goals and expectations. The school provides translators at orientation meetings, workshops, and parent-teacher conferences to help parents understand the information presented as well as to communicate with the school personnel. Kindergarten families are participants in the Cool Culture Literature Without Wall Program. Families receive a pass allowing them to go free to 90 cultural venues throughout the city. Families are encouraged to introduce their children to art museums and zoos and to have their children write about what they have seen and learned in the classroom and in journals. Many families have found this to be a wonderful family learning experience. 2014-2015 is the 3rd year we will be part of this program. We also have a lending library which is available to all parents to borrow books weekly in different languages. The lending library is a form of encouraging the children to read a variety of books chosen by their parents at their reading level and above and offering a variety of non-fiction and bilingual books. As Elmhurst is a neighborhood with a high influx of immigrants from all over the world, orientation sessions will be provided as the need arises throughout the school year.

E. Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste response to question here:

Part VI: LAP Assurances

School Name: P.S. 7 Louis F. Simeone School		School DBN: 24Q007	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Sara Tucci	Principal		2/27/15
Giovanna Prosperi	Assistant Principal		2/27/15
Joyce Serra	Parent Coordinator		2/27/15
Jennifer Caruana	ESL Teacher		2/27/15
	Parent		
Leigh Pena	Teacher/Subject Area		2/27/15
Iclia Santiago	Teacher/Subject Area		
Naomi Landau	Coach		2/27/15
Kathy Hartney	Coach		2/27/15
Ruth Gonzalez	Guidance Counselor		2/27/15
	Network Leader		
	Other _____		