

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

DBN: (i.e. 01M001):

10X007

School Name:

PS7, THE MILTON FEIN SCHOOL

Principal:

FRANK PATTERSON

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: K-5 School Number (DBN): 10X007
School Type: ELEMENTARY Grades Served: K-5
School Address: 3201 KINGSBRIDGE AVE. BRONX, NY. 10463
Phone Number: 718-796-8695 Fax: 718-976-8679
School Contact Person: FRANK PATTERSON Email Address: FPATTER@SCHOOLS.NYC.GOV
Principal: FRANK PATTERSON
UFT Chapter Leader: NATHANIEL SCHIAVO
Parents' Association President: BRUCE KAUFMAN
SLT Chairperson: BARBARA FLAM
Student Representative(s): n/a

District Information

District: 10 Superintendent: MELODIE MASHEL
Superintendent's Office Address: 1 Fordham Plaza, Room 836, Bronx, NY 10458
Superintendent's Email Address: mmashel@schools.nyc.gov
Phone Number: 718-741-5852 Fax: 718-741 7098

Cluster and Network Information

Cluster Number: 5 Cluster Leader: Debra Maldonado
Network Number: CFN 571 Network Leader: LYNETTE GUASTAFERRO

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
FRANK PATTERSON	*Principal or Designee	
NATHANIEL SCHIAVO	*UFT Chapter Leader or Designee	
BRUCE KAUFMAN	*PA/PTA President or Designated Co-President	
n/a	DC 37 Representative, if applicable	
n/a	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
n/a	CBO Representative, if applicable	
BARBARA FLAM	Member/ CHAIRPERSON UFT, TEACHER	
JENNIFER CANO	Member/ TEACHER, ESL	
KRISTA DEIGHAN	Member/TEACHER, SPEC. ED	
S. ALAM	Member/ PARENT	
K. LUCAJ	Member/ PARENT	
LAURIE RODRIGUEZ	Member/PARENT COORDINATOR	
R. ESPINAL	Member/PARENT	
R. GRUBE	Member/PARENT	
	Member/	
	Member/	
	Member/	

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

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

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

The Capacity Framework and CEP Development

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



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

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

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

The Six Elements of the Capacity Framework	
-	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 administrators value each other.

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:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- 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:

- 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.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

Mission Statement

To develop a well-rounded student, who will be college and career ready, capable of clear and sound reasoning, with a life-long love of learning.

Special Initiatives

PS7 provides each student with a well rounded education including:

- o An innovative K-5 music with a range of instruments
- o An inventive K-5 dance program
- o All Grade three to five teachers implement a daily Differentiated Learning Program (DLP) menu of rigorous CCL aligned Literacy and Mathematics activities for a small group of students
- o A rigorous academic program designed to promote college readiness.

Context

PS7 is located in the Bronx with an enrolment of 730 students, 553 Hispanic, 67 White, 50 Black, 42 Asian & 18 multi-racial or American Indian/Alaskan Native. Of these 152 are classified ELL & 37 SWD students.

Partnerships

PS7 partners with Mosholu-Montefiore After School and Dream Yard.

School Strengths, Accomplishments

We have a cohesive school community where 99% parents are satisfied with the education that their child has received and 100% of teachers feel that order and discipline are maintained at this school and agree that leaders of this school place a high priority on the quality of teaching. There is high degree of staff morale, with many teachers applying to work at this school.

PS7 is a school of excellence in the arts. We integrate the arts to align with the curriculum. We partner with a number of community organizations to develop the intellectual and social/emotional growth of our children. PS7 is a community that embodies our core values of achievement, collaboration, equity, growth, integrity and meaningful work. The staff and students work together to ensure that all people in the school are actively engaged in learning and reaching their potential.

Growth

37% Grade 3-5 students met state standards in NYSELA & 51% in MYS Math, well above the City and District Average. Our subgroup data includes an additional 2 SWD students (of 58) in 2014 achieving proficiency levels 3 & 4 in NYSELA, and in NYS Math an additional 5 students in 2014 out of a population of 59. For our ELL population there was no change with 12 students (of 109) in 2014 achieving proficiency levels 3 & 4 in NYSELA, and in NYS Math an additional 9 students in 2014 out of a population of 121.

Challenges

PS7 faces a major challenge when each year approximately 110 students, from a nearby K-2 school, enter grade 3 and are significantly below the standard of education our grade 2 students entering grade 3 demonstrate.

Focus

Our CEP goals are designed to build on our success to date & ensure continued improvement in closing the achievement gap for ALL students and our subgroups in particular.

Our key focus is STUDENT ENGAGEMENT.

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

- 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).
- 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.

NYSELA ‘14

36.7% ALL students achieved proficiency levels 3 and 4 or 159 students, an increase by 13 students from previous year
11.0% of ELL students, eligible to sit the test, achieved proficiency levels 3 and 4, or 12 student of 109
1.7% of SWD students achieved proficiency levels 3 and 4, or 1 student of 58
Black and Hispanic Males 45.9% to 55.5% and ‘Meeting Target’ IN LOWEST THIRD CITYWIDE
State ELA Exam Percentage Proficient Students by Grade:
3rd Grade 34.5%
4th Grade 51.1%
5th Grade 24.3%

NYS MATH ‘14

51.3% ALL students achieved proficiency levels 3 and 4 or 229 students, an increase by 50 student from previous year
22.3% of ELL students, eligible to sit the test, achieved proficiency levels 3 and 4, or 27 student of 121
18.6% of SWD students achieved proficiency levels 3 and 4, or 11 students of 59
Black and Hispanic Males 41.2% to 52.7% and ‘Meeting Target’ IN LOWEST THIRD CITYWIDE
State MATH Exam Percentage Proficient Students by Grade:
3rd Grade 49.7%
4th Grade 56.9%
5th Grade 47.7%

NYS SCIENCE ‘14 Grade 4 students achieved proficiency levels 3 and 4 was 89.6%

NYSESLAT SPRING 2014 - 14% ELL students tested out as Proficient

Our School Survey:

99% parents ‘agree’ and ‘strongly agree’ *they are satisfied with the overall quality of my child’s teachers this year.*
98% parents ‘agree’ and ‘strongly agree’ *the school gives my child meaningful assignments that help him or her learn.*
99% parents ‘agree’ and ‘strongly agree’ *they are satisfied with the overall quality of my child’s teachers this year.*
100% teachers ‘agree’ and ‘strongly agree’ *school leaders place a high priority on the quality of teaching.*
96% teachers ‘agree’ and ‘strongly agree’ *the principal communicates a clear vision for our school.*
100% teachers ‘agree’ and ‘strongly agree’ *the principal communicates a clear vision for our school.*
96% teachers ‘agree’ and ‘strongly agree’ *the principal understands how children learn*

QR 2011-12:

2.2 Align assessments to curriculum, use on-going assessment practices and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom level (Proficient)
1.1 Design engaging, rigorous and coherent curricula, including the Arts, for a variety of learners and aligned to key State standards (Developing)
1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best, and ensure that it is: aligned to the curriculum, engaging, and differentiated to enable all students to produce meaningful work products (Developing).

Therefore a continued focus on ensuring that students are engaged in RIGOROUS INSTRUCTION is vital this year.

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.

Goal 1: By June 2015, 95% teachers plan and deliver rigorous instruction, aligned to the CCLS, as determined by an Advance Observation data.

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: <ul style="list-style-type: none"> - 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>
<ul style="list-style-type: none"> - PD is conducted to assist teachers to work with Danielson rubric and indicators of best practice in Domain 3-Instruction, the Depth of Knowledge levels of rigor (Recall, Concepts, Reasoning, Extended Thinking), and multiple entry points (to work with different learning styles and various capabilities) - Teachers refine the units of study and lessons to include challenging thinking questions, projects and discussion points to engage their students - Instructional Leaders provide guidance to assist teachers to examine the data for progress by grade, by class, and by student. 	All teachers	September 2014 to June 2015	Consultant, Instructional leaders, trade team leaders
<p>Teachers are looking at students' work to:</p> <ul style="list-style-type: none"> - allow grade teams to monitor achievement of high standards of the work across the grade - develop workable multiple entry points to scaffold ELLs, SWD, struggling learners and above grade level learners - norm teacher teams in their assessment of specific aspects of the work based on CCLS aligned rubrics - highlight strategies that work in teaching of aspects of writing specifically using mentor texts, teacher modeling and think aloud and interactive writing (in Literacy and Mathematics). 	All teachers	September 2014 to June 2015	Instructional leaders, team leaders
<ul style="list-style-type: none"> - Teachers monitor in-school and standardized assessments, especially the item analysis that is aligned to the CCLS and review strategies to address gaps in achievement. - Teachers have 1:1 meeting with principal to review their class data and set learning goals to improve student outcomes - Instructional Leaders provide professional support to assist teachers for lesson planning and aspects of instruction - Grade teams review the rubrics and criteria charts for rigor and alignment and then produce these in 'student friendly' language to allow students to use these for purpose of self-assessment 	All teachers	September 2014 to June 2015	Instructional leaders, team leaders
<ul style="list-style-type: none"> - Teachers use their formal and informal student assessment information (including conferences, test item analysis etc), to address the specific learning needs of the subgroups in the classrooms, specifically the students who are identified as ELLs or have an IEP 	All teachers	September 2014 through to June 2015	Instructional leaders, team leaders

Part 4 – Resources Needed

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

- Master Schedule programming to allow up to periods a week of common planning for all teachers
- Consultant to provide PD and in class support
- Network staff to provide professional development
- Funding for resources for units of study (Go Math and Ready Gen)
- Additional nonfiction leveled texts
- Per session funding for additional team planning
- Funding for parent outreach and curricula workshops

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.

n/a

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.

February 2015 Benchmarks:

- 4 revised units of study, lesson series and lessons exhibiting CCLS alignment, and multi entry points
- 5% Growth overall for Grades 3-5 performance from ELA Simulation 1 to ELA Simulation 2
- 5% Growth overall for Grades 3-5 performance from Mathematics Simulation 1 to Mathematics Simulation 2
- 2% Growth overall for Grades 3-5 performance in ELA, Math Simulation Tests, for our subgroups (ELLs, SWDs)
- Tracking for improved increased attendance at school held workshops on curricula and other family and parent programs.

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?

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

- 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).
- 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.

Our Overall Data:

State Scores by Grade in Mathematics

3rd grade – 49.7%

4th grade – 56.9%

5th grade – 47.7%

State Scores by Grade in ELA

3rd grade – 34.5%

4th grade – 51.1%

5th grade – 24.3%

State Scores in Science

4th grade – 89.6%

PS7 scored between 41.2 to 58.9 in the 'Closing the Achievement Gap' category, therefore Meeting Target

Principal suspensions 2013-14 was 7

78% Students attending PS7 in 2013-2014 were eligible to receive FREE LUNCH

Student Progress Rating for PS7 was between 63.2 or Higher and therefore *Exceeding Target*

Student Achievement Rating for PS7 was between 71.3 or Higher and therefore *Exceeding Target*

School Environment Rating (Attendance Rate and all sections of the School Survey) PS7 was between 68.1 or Higher and therefore *Exceeding Target*

Closing the Achievement Gap rating at PS7 was between 41.2 to 58.9 and therefore *Meeting Target*

7.9% Chronic Absenteeism rate (students with less than 90% Attendance), as compared with Average Citywide of 21.6%

2 Families Living in Temporary Housing and attending PS7

Our School Survey:

79% parents took the survey (54% city average)

100% teachers took the survey (83% city average)

100% teachers 'agree' and 'strongly agree' *school leaders place a high priority on the quality of teaching*

98% parents 'agree' and 'strongly agree' *they are satisfied with the education my child has received this year.*

99% parents 'agree' and 'strongly agree' *that the school keeps them informed about their child's academic progress*

QR 2011-12:

The school conveys high performance expectations that are understood by all constituencies and translate into excellent attendance and work ethic of students and staff. (3.4)

Students and teachers thrive in an environment of mutual respect enabling them to grow within a safe, caring, and supportive work oriented environment. (1.4)

Therefore a continued focus on the maintenance of a SUPPORTIVE ENVIRONMENT is vital this year to improve student engagement.

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 – Specific, Measurable, Achievable, Relevant, and Time-bound.

Goal 2: By June 2015 there will be a 6% increase in percentage of parents and teachers completing the School Survey agreeing that PS7 is a school where students feel safe, supported, and challenged.

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: <ul style="list-style-type: none"> - 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>
<ul style="list-style-type: none"> - We have a clear pathway for decision making that is empowering for all members of the school community & these allow us to set responsibility for outcomes equally throughout the school community; - Expectations are set at (or beyond) grade level CCLS & we strive to optimize outcomes for all our students in order to achieve these standards 	Teachers	September 2014 to June 2015	Instructional leaders Consultants Network
<ul style="list-style-type: none"> - Instructional Leaders meet as an to analyze school data, share classrooms observations and review the grade teams agendas to establish and extend the culture of learning within the school - Instructional leaders maintain and ‘open-door’ policy to hear from teachers and families 	Teachers and families	September 2014 to June 2015	Instructional leaders
<ul style="list-style-type: none"> - PD Schedule for 2014-15 provides support for the development and delivery of academically engaging instruction to challenge and motivate students in the learning programs - Inter-visitation is currently being implemented between colleagues and is based on the observation feedback; 	Teachers	September 2014 to June 2015	Instructional leaders
<ul style="list-style-type: none"> - Teacher teams meet weekly to share best practices, meet with parents, perform inquiry work, and plan to better serve the needs of their students - Families are welcomed to make appointment to meet with their child’s teacher on Tuesdays and all parents are invited to Parent Teacher conferences, Publishing Parties and other school events to share student accomplishments 	Teachers and families	September 2014 to June 2015	Instructional leaders Parent Coordinator

Part 4 – Resources Needed

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

- Communication of specific schedule of events to appropriate sectors of school community;
- Scheduling for staffing support for extra curricula school activities
- Equipment to support the clubs and/or activities e.g. sporting activities, school trips, art and music activities
- Materials to provide support for the running of teams (SLT, School Safety Team, etc)

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
List below any additional funding sources that will be utilized to support achievement of the goal.									
n/a									

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.

By February 2015 Benchmarks:

- Reduction in the number of suspensions from 7 (all of 2013-14) to 2
- 10% Reduction in demand for School Guidance Counselor
- Record of increased attendance at school held workshops for families on curricula, health and school related issues.

Part 6b. Complete in February 2015.

- Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

- 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).
- 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.

NYSELA ‘14

- 36.7% ALL students achieved proficiency levels 3 and 4 or 159 students, an increase by 13 students from previous year
- 11.0% of ELL students, eligible to sit the test, achieved proficiency levels 3 and 4, or 12 student of 109
- 1.7% of SWD students achieved proficiency levels 3 and 4, or 1 student of 58
- Black and Hispanic Males 45.9% to 55.5% and ‘Meeting Target’ IN LOWEST THIRD CITYWIDE
- State ELA Exam Percentage Proficient Students by Grade:
- 3rd Grade 34.5%
- 4th Grade 51.1%
- 5th Grade 24.3%

NYS MATH ‘14

- 51.3% ALL students achieved proficiency levels 3 and 4 or 229 students, an increase by 50 student from previous year
- 22.3% of ELL students, eligible to sit the test, achieved proficiency levels 3 and 4, or 27 student of 121
- 18.6% of SWD students achieved proficiency levels 3 and 4, or 11 students of 59
- Black and Hispanic Males 41.2% to 52.7% and ‘Meeting Target’ IN LOWEST THIRD CITYWIDE
- State MATH Exam Percentage Proficient Students by Grade:
- 3rd Grade 49.7%
- 4th Grade 56.9%
- 5th Grade 47.7%

NYS SCIENCE ‘14 Grade 4 students achieved proficiency levels 3 and 4 was 89.6%

NYSESLAT SPRING 2014 - 14% ELL students tested out as Proficient

Our School Survey:

- 100% teachers ‘agree’ and ‘strongly agree’ *school leaders place a high priority on the quality of teaching.*
- 97% teachers ‘agree’ and ‘strongly agree’ that school leaders provide time for collaboration among teachers
- 100% teachers ‘agree’ and ‘strongly agree’ *teachers in my school work together on teams to improve their instructional practice*
- 96% teachers ‘agree’ and ‘strongly agree’ *the principal encourages open communication on important school issues*

QR 2011-12:

- 3.2 Use collaborative and data informed processes to set measurable and differentiated learning goals for student subgroups, and students in need of additional support (Developing)
- 2.2 Align assessments to curriculum, use on-going assessment practices and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom level (Proficient)

Therefore this goal is designed to continue this upward trajectory and we are focused on deepening rigor in COLLABORATIVE planning to improve instruction and engagement to ensure every student makes progress.

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.

Goal 3: By June 2015 we will improve our NYSELA Tests by 10% achieving proficiency levels and in NYS Math Test by 5%.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> - 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 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> - Following monthly PD on the Danielson 3b, 3c and 3d, teacher teams meet each week to plan for strategies designed to improve questioning and discussion and conducting effective assessment. - Instructional Leaders and Grade Leaders facilitate sharing of successful strategies that promote student thinking in Literacy and in Mathematics 	All teachers	September 2014 to June 2015	Instructional Leaders Grade leaders Consultant
<ul style="list-style-type: none"> - Instructional Leaders support and guide grade teams, class and cluster teachers to tailor instruction for specific performance indicators and to promote small group guided and strategy lessons questions that challenge and extend student thinking - All grade team teacher teams work together to adapt our Literacy and Mathematics units to ensure that unit instructional tasks and projects include appropriately challenging and scaffolded multiple entry tasks that are differentiated for their students 	All teachers	September 2014 to June 2015	Instructional leaders, Grade team leaders
<ul style="list-style-type: none"> - Grade teams review rubrics and criteria for assessing student work - Teachers will collaborate to examine student assessment data, and that also includes item analysis information in Grades 3-5, to establish the common core standards that need to be reviewed (whole class or small group) in order to adjust units of study and lessons to meet the needs of all students; - Teacher teams review student work samples and share insights on trends and devise strategies to address gaps between student achievement and the desired grade level standards) - Collaboration on teacher teams to review disaggregated data to pinpoint issues faced by ELLs and SWDs, struggling students and work together to devise address these 	All teachers	September 2014 to June 2015	Instructional leaders, Grade team leaders
<ul style="list-style-type: none"> - Per session funding allocated for additional planning for instruction and for planning outreach for families to support improved outcomes. 	All teachers	September 2014 to June 2015	Instructional leaders, Grade teams

Part 4 – Resources Needed

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

- **Master Schedule programming to allow up to periods a week of common planning for all teachers**
- **Consultancy to provide PD and in class support**

- Network staff to provide professional development
- Funding for resources for units of study (Go Math, Ready Gen)
- Additional nonfiction leveled texts
- Per session funding for additional team planning
- Funding for parent outreach and curricula workshops

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.

n/a

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.

February 2015 Benchmarks:

- 4 revised units of study, lesson series and lessons exhibiting CCLS alignment, and multi entry points
- 5% Growth overall for Grades 3-5 performance from ELA Simulation 1 to ELA Simulation 2
- 5% Growth overall for Grades 3-5 performance from Mathematics Simulation 1 to Mathematics Simulation 2
- 2% Growth overall for Grades 3-5 performance in ELA, Math Simulation Tests, for our subgroups (ELLs, SWDs)
- Record of increased attendance at school held workshops on curricula and other family and parent programs.

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?

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

- 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).
- 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.

Our Overall Data:

- 78% Students attending PS7 in 2013-2014 were eligible to receive FREE LUNCH
- Student Progress Rating for PS7 was between 63.2 or Higher and therefore *Exceeding Target*
- Student Achievement Rating for PS7 was between 71.3 or Higher and therefore *Exceeding Target*
- School Environment Rating (Attendance Rate and all sections of the School Survey) PS7 was between 68.1 or Higher and therefore *Exceeding Target*
- Closing the Achievement Gap rating at PS7 was between 41.2 to 58.9 and therefore *Meeting Target*

- 7.9% Chronic Absenteeism rate (students with less than 90% Attendance), as compared with Average Citywide of 21.6%
- 7 Principal's suspensions in 2013-14, 0 Superintendent's suspensions.

Our 2013-14 Advance Observation data for lowest elements of Domain 3 of the Danielson Framework for Teaching revealed:

- 3b Using Questioning & Discussion Techniques, 25% teachers achieved *Developing*,
- 3c Engaging Students in Learning, 13% teachers achieved *Developing*
- 3d Using Assessment in Instruction, 33% teachers achieved *Developing*.

Our School Survey:

- 100% teachers ‘agree’ or ‘strongly agree’ the *principal encourages open communication on important school issues*
- 100% teachers ‘agree’ or ‘strongly agree’ the *school sets appropriately high expectations for student work in their classes*
- 97% teachers ‘agree’ or ‘strongly agree’ *my school communicates effectively with parents about their child’s progress*
- 97% parents ‘agree’ or ‘strongly agree’ *my child’s school is headed in the right direction*
- 96% parents ‘agree’ or ‘strongly agree’ *my child’s school helps me understand what the Common Core Learning Standards mean for my child*

QR 2011-12:

- Design engaging, rigorous and coherent curricula, including the Arts, for a variety of learners and aligned to key State standards (Developing)
- Develop teacher pedagogy from a coherent set of beliefs about how students learn best, and ensure that it is: aligned to the curriculum, engaging, and differentiated to enable all students to produce meaningful work products (Developing);
- 2.4 Engage families in school decision-making, activities and an open exchange of information regarding students’ progress toward school and class expectations (Proficient);
- 3.2 Use collaborative and data informed processes to set measurable and differentiated learning goals for student subgroups, and students in need of additional support (Proficient);
- 4.1 Use the observation of classroom teaching and the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection, with a special focus on new teachers (Proficient).

Therefore our goal is designed to continue to strengthen teacher practice in all 8 approved Danielson components for 2014-15 in planning and instruction and specifically Domain 3b *Using Questioning and Discussion Techniques*, and Danielson 3d *Using Assessment in Instruction* and 3c *Engaging Students in Learning*; to ensure every student makes progress.

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.

Goal 4: By June 2015 there will be 10% improvement in percentage of MOTP Ratings, moving from ‘Developing’ to ‘Effective’ in Domain 3 on the Danielson Framework for Teaching Rubric as result of school-wide professional development.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> - 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 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> - Professional Development workshops are based on the identified needs from the Observation Advance data trends from 2013-2014 plan and conduct components of Domain 3 (3b, 3c and 3d) for a major PD emphasis. - Inform staff on the MOTP data to pinpoint areas of need across the school and to show progress against the goal - Parent Workshops on CCLS, curricula and school-wide goals 	<p>All teachers All families</p>	<p>September 2014 to June 2015</p>	<p>Instructional leaders Parent Coordinator</p>
<ul style="list-style-type: none"> - Each teacher receives immediate and actionable feedback from the (4-6) formal and informal observations being conducted using the Danielson Rubric. - This conversation is used as a tool to provide any post-conference follow up (suggested revision of lesson format, specific practice, inter-visitation, coaching etc) 	<p>All teachers</p>	<p>September 2014 to June 2015</p>	<p>Instructional leaders</p>
<ul style="list-style-type: none"> - Feedback is specific and evidence-based, selective (prioritizing 1-2 important practices to focus on), and with clear guidelines for action and follow up, also we provide guidance and /or coaching as required. - Teacher Inquiry into practices to support practices addressed throughout Domain 3 – particularly 3b, 3d and 3c and record these in their Inquiry Notebook - Teacher teams take time at the start of their team meetings to share their findings for the Inquiry and again share challenges and successes at PD 	<p>All teachers</p>	<p>September 2014 to June 2015</p>	<p>Instructional leaders</p>
<p>Instructional Leaders meet to review and strategize based on school wide data:</p> <ul style="list-style-type: none"> - DRA reading levels by grade and class - Simulation 1 for ELA and Mathematics and the item analysis x class x grade - Growth comparisons made with subsequent Simulation data (2, 3 and 4) - NYS ELA, Math and Science Test data – disaggregated by subgroup - NYSESLAT outcomes - Ongoing in class observation outcomes 	<p>All teachers</p>	<p>September 2014 to June 2015</p>	<p>Instructional leaders</p>

Part 4 – Resources Needed

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

- PD materials (Inquiry Notebooks, action planning, goal sheets, research articles)
- Consultant and Network personnel for PD
- Master schedule for PD 2014-15
- Master schedule for grade team meetings
- Per session funding for additional planning for instructional rigor and assessment tools
- Parent Coordinator activities

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.

n/a

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.

February 2015 Benchmarks:

- 4 revised units of study, lesson series and lessons exhibiting CCLS alignment, discussion questions and multi entry points
- Growth of Grades 3-5 performance from ELA Simulation 1 to ELA Simulation 2
- Growth of Grades 3-5 performance from Mathematics Simulation 1 to Mathematics Simulation 2
- Growth of Grades 3-5 performance in ELA, Math Simulation Tests, for our subgroups
- Average growth of teacher Observation Data against the Danielson Rubric Domain 3 (3b, 3c and 3d), compared with 2013-14

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?

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

- 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).
- 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.

Our Overall Data:

78% Students attending PS7 in 2013-2014 were eligible to receive FREE LUNCH

Student Progress Rating for PS7 was between 63.2 or Higher and therefore *Exceeding Target*

Student Achievement Rating for PS7 was between 71.3 or Higher and therefore *Exceeding Target*

School Environment Rating (Attendance Rate and all sections of the School Survey) PS7 was between 68.1 or Higher and therefore *Exceeding Target*

Closing the Achievement Gap rating at PS7 was between 41.2 to 58.9 and therefore *Meeting Target*

7.9% Chronic Absenteeism rate (students with less than 90% Attendance), as compared with Average Citywide of 21.6%

2 Families Living in Temporary Housing and attending PS7

7 Principal’s suspensions in 2013-14 and 0 Superintendent suspensions

Our School Survey:

97% teachers ‘agree’ or ‘strongly agree’ *my school communicates effectively with parents about their child’s progress*

96% parents ‘agree’ or ‘strongly agree’ *my child’s school helps me understand what the Common Core Learning Standards mean for my child*

44% parents ‘attended a Parents Association/Parent Teacher Association meeting more than 3 times this year

76% parents *communicated with school staff about their child’s academic progress between 3 or more times this year*

99% parents ‘agree’ or ‘strongly agree’ *that they would recommend this school to other parents*

QR 2011-12:

1.1 & 1.2 Emphasize the alignment of the task and standard in on-going curriculum work to insure that all students are challenged by meaningful differentiated work tasks that foster high levels of critical thinking and engagement. (Developing)

2.4 Evaluate and strengthen current communication systems and opportunities to increase parental engagement in school decision-making and understanding of next learning steps. (Proficient)

Therefore we will have a continued focus on improving family and community outreach.

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.

Goal 5: By June 2015 there will be 10% improved attendance at school sponsored workshops as a result of our efforts to build on the partnership with families and community organizations.

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

Target Group(s)
Who will be targeted?

Timeline
What is the start and end date?

Key Personnel
Who is responsible for implementing and overseeing the activity/strategy?

<ul style="list-style-type: none"> 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 			
<ul style="list-style-type: none"> - Parent coordinator conducts weekly meetings on topics of concern to parents around Middle School Application process, curricula and common core standards and issues of health and safety 	Families	September 2014 to June 2015	Instructional Leaders Parent Coordinator
<ul style="list-style-type: none"> - Two scheduled Parent Teacher sessions (afternoon through to 8pm) will be widely promoted to maximize participation. The Report Cards are then given out along with opportunities to discuss progress of their child - Publishing Parties are held by each class and invitations are extended to families to attend 	Families and students	September 2014 to June 2015	Instructional Leaders Parent Coordinator
<ul style="list-style-type: none"> - Monthly Newsletters that promote communication and highlight events at the school; - Instructional Leaders open door policy; - Principal, assistant principals, School Guidance Counselors and teachers communicate with parents on a range of issues affecting student performance at school, as requested and/or required - Translation services are always available 	Families	September 2014 to June 2015	Instructional Leaders Parent Coordinator
<ul style="list-style-type: none"> - Outreach organizations activities are planned, scheduled and communicated across the school community. 	School community	September 2014 to June 2015	Instructional Leaders

Part 4 – Resources Needed

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

- Funding allocated for Parent Coordinator and his activities, including workshops;
- Monthly calendar of events is sent home & monthly Principal letter;
- Parent Conferences advertised with Flyer advertise school events;
- Scheduling and information home in regard to in school and out of school activities through community organizations and city agencies

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		Title IIA	X	Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
n/a									

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.

February 2015 Benchmarks:

- All members attend SLT Meetings, evidenced by minutes
- 5% increase in attendance at monthly PTA meetings, evidenced by attendance sheets
- 6% increase in attendance at Open House functions, based on sign in sheets

- 90% attendance x class at Parent/Teacher Conferences, based on sign in sheets.

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)	K-2 DRA Level (31 students) 3-5 Simulation Tests & NYSELA Test 2014 (476 students)	Guided Reading, Small group strategy groups	Small group	As scheduled during school After school
Mathematics	K-2 Math Baseline (31 students) 3-5 NYS Math Tests & Math Baseline (476 students)	Small group strategy lessons & fluency practice	Small Group	As scheduled during school After school
Science	All 3-5 students DRA Levels & NYS Tests (476 students)	Small group reading & word study lessons	Small Group	As scheduled during school
Social Studies	All 3-5 students DRA Levels, NYS Tests (476 students)	Small group reading & word study sessions	Small Group	As scheduled during school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teacher recommendation & parent request (16 students) Mandated (27 students)	Role play in regard to student issues As determined by IEP	One to one, small group	As required &/or scheduled during school

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
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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.

- Recruitment is conducted through Open-Market
- PS7 provides clear professional expectations, supported by school-based learning experiences to enhance a sense of community and shared responsibility
- Professional development workshops are conducted by Principal, Assistant Principals and/or Coaches based on the PS7 PD Plan and our CEP goals.
- Teachers are informed at whole school, team meetings and individually, as appropriate and required
- Appreciation luncheons for teachers and staff are offered before the holiday period to support staff morale
- Access to differentiated, whole grade/staff professional development opportunities to enable them to fulfill their role and to achieve high level of professionalism
- Fulfillment and professional satisfaction that is achieved through the team structure of the school whereby teachers collaborate to share & to collaboratively plan to support one another in implementing new curricula.

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).

Job-embedded support for teachers (classroom and cluster teachers), designed to foster a supportive professional community through shared learning experiences, such as:

- understanding and using the Danielson Framework for Teaching;
- revising the ELA and Mathematics curricula;
- devising multiple entry points for our struggling, ELL and IEP students;
- analyzing and monitoring individual student data from 4 ELA and 4 Math Simulations;
- supervisors and coaches provide differentiated professional support (modeling, inter-classroom visits, 1:1 tailored planning meetings, as deemed necessary, or requested);
- grade teams meet weekly to collaboratively plan;
- continuous access to professional in class support – as requested and/or required;
- new teachers meet weekly with their grade leader, or coach, to receive mentoring;
- all teachers participate in 1:1 meeting with supervisor, following an observation, for timely and actionable feedback that is based on the Danielson framework for Teaching;

Professional development on the Common Core Standards (CCS) and aspects of the DOE Instructional Shifts in ELA/Literacy and Mathematics.

Part 3: TA Schools Only

3a. Use of Program Resources

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

n/a

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).

n/a

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.).

1. Collaborate with feeder schools to set expectations for pre-school stability
2. We have multiple activities at this school, including:
 - o set up tours of the building
 - o Parent Coordinator, Administration conducts 2 Orientation meeting (June and again in September)
3. Parent Coordinator provided additional support to address parent questions
4. Guidance Counselor talks to parents about the challenge in transition from Pre-K to Kindergarten and provides strategies that can be used at home.

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.

Grade teams collaborate to

- o Review ReadyGen & Go Math, adding strategies for assessing student learning throughout each unit
- o Devise CCLS aligned rubrics, checklists and other criteria for assessing student work & providing actionable feedback
- o Conduct Inquiry into ways to integrate the professional training on Danielson Domain 3 (3b, 3c & 3d) that best works with their students
- o Examine the item analysis resulting from the 4 Simulation Tests in ELA and also in Mathematics
- o Develop suitable strategies to address gaps in student understanding as revealed in the Simulation data
- o Monitor progress of students in their reading achievement (DRA levels) & work with the DLP provider on strategies to support progress

With the support of Instructional Leader, individually set individual goals for improving the performance of their students

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	\$537,613.56	x	8-10, 12-14,15-17, 18-20, 21-23, 24, 25, 26-27
Title I School Improvement 1003(a)	Federal	n/a	n/a	
Title I Priority and Focus School Improvement Funds	Federal	n/a	n/a	
Title II, Part A	Federal	n/a	n/a	
Title III, Part A	Federal	n/a	n/a	
Title III, Immigrant	Federal	\$18,812	x	8-10, 12-14,15-17, 18-20, 21-23, 24, 25, 26-27
Tax Levy (FSF)	Local	3,515,268	x	8-10, 12-14,15-17, 18-20, 21-23, 24, 25, 26-27

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) for 10x007

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. PS7, Milton Fein 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. PS7, Milton Fein School will support parents and families of Title I students by:

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. 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 or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC) for 10x007

PS7, Milton Fein School in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 10	Borough Bronx	School Number 007
School Name The Kingsbridge School		

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 Mr. Frank Patterson	Assistant Principal Ms. Miosotis Ramos
Coach Mrs. Laura Schmidt	Coach Ms. Dahlia Taylor
ESL Teacher Mrs. Rosa Acosta	Guidance Counselor Mrs. Kelly Links
Teacher/Subject Area Jennifer Cano/ESL	Parent type here
Teacher/Subject Area Lynda Kwartler/ ESL	Parent Coordinator Ms. Lori Rodriguez
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.	5	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	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	1
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	2

D. Student Demographics

Total number of students in school (Excluding Pre-K)	698	Total number of ELLs	142	ELLs as share of total student population (%)	20.34%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	142	Newcomers (ELLs receiving service 0-3 years)	77	ELL Students with Disabilities	14
SIFE	15	ELLs receiving service 4-6 years	52	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
Dual Language										0
ESL	77			52						129

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	77	0	0	52	0	0	0	0	0	129
Number of ELLs who have an alternate placement paraprofessional: <u>3</u>										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	3	6	11	27	38	37								122
Chinese	1	0	0	0	1	1								3
Russian														0
Bengali	1	0	0	1	1	2								5
Urdu														0
Arabic	0	0	1	3	1	0								5
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian					1									1
Other	0	0	1	0	3	2								6
TOTAL	5	6	13	31	45	42	0	142						

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)	2	0	0	8	12	8								30
Intermediate(I)	3	3	1	6	19	13								45
Advanced (A)	0	3	12	16	14	21								66
Total	5	6	13	30	45	42	0	0	0	0	0	0	0	141

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B			0	3	5	1							

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	I			3	6	1	3							
	A			5	7	11	19							
	P			3	4	15	13							
READING/ WRITING	B			7	5	6	3							
	I			4	12	14	6							
	A			0	3	12	24							
	P			0	0	0	3							

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	18	10	5	0	33
5	22	11	1	1	35
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	24		13		5		0		42
5	16		14		3		4		37
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	5		11		17		5		38
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:

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

1. To assess the early literacy skills of our ELLs, we use DRA. Interim Assessments also provide information on the students' academic development. The data provided indicates a need for a systematic plan for language development, which guides programmatic and

curricular decisions for students until they acquire academic proficiency in English. Many of the beginner and intermediate ELLs, struggle with literacy in English as well as literacy in their native language. The advanced ELLs need additional support in the areas of writing and reading.

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

Paste response to question here: 2. A number of ELLs who score proficiency in the area of listening & speaking continue to need support in reading & writing. For this reason, these students do not test out. Nonetheless, most of the ELLs need more support in reading & writing than in listening & speaking. We have noticed that the majority, 80% of our ELLs, do well in the speaking and listening modality. However, about the same percentage of students struggle in reading and writing.

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

Paste response to question here: 3. The data pattern noticed across proficiency levels and grades on the NYSESLAT is the following:

- Students tend to perform better in the listening/speaking portion of the assessment; there are more advanced and proficient students in this area in comparison to reading/writing.

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?

Paste response to questions here: 4 a & b. At PS 7, we look at each individual child's areas of strengths and weaknesses to support them in making academic progress. Teachers work closely with our Data Coach, Yolanda Wright, and administration to ensure understanding of the data reports and how to utilize them to support the child. Teachers use the reports to track progress as well as to group students accordingly into small groups to target specific skills in specific content areas. For ELLs in particular, the data goes beyond test scores; we look at their educational history and transition. We have noticed that this bit of information plays a big role in what the child may need to make academic progress. Students at PS 7 are not tested in their native language in ELA because we do not have a bilingual program. However in mathematics students are given the opportunity, to practice before testing and on the actual test days, to have the exam in both their native language if available and English. From the data, the school as well as the teachers of ELLs are learning that ELLs in tested grades with little to no formal education are struggling with reading comprehension and expressing themselves in writing. As a result, they do not perform well in mathematics either even if they master computation skills. Many of our students did not develop the necessary skills in their native language to transfer to English.

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](#).)

Paste response to question here: Data to guide instruction for ELLs is used to differentiate instruction for individual students as well as set up groups for small group instruction. The ELLs are provided with intensive, targeted instruction designed to match their learning needs, as demonstrated by performance on the assessments. Teachers use the item analysis data to target each child's individual needs. That information is also utilized to drive instruction and create groups during the regular school day and after-school.

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

Paste response to question here: We utilize their native language when necessary by providing support materials like books, audio, glossaries, dictionaries and translators. Informal assessments are administered and utilized when making instructional decisions.

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?

Paste response to questions here: N/A

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

Paste response to question here: 8. To evaluate the success of our program for ELLs, we analyze the data (NYSESLAT, ELA, Math, Simulations, student work and running records) to determine gains made from one year to the other.

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](#).)
Paste response to questions 1-6 here
1. In accordance to Commissioner Regulation Part 154, when our students are registered for the first time into our school, we administer the Home Language Identification Survey to determine LAB eligibility. Parent or guardian filling out the HLIS, is interviewed by the ESL teacher, Mrs. Acosta and/or the Assistant Principal, Ms. Ramos. An informal interview is conducted in English or the native language during the completion of the HLIS form. If the HLIS indicates that a child speaks another language that is not English at home, the LAB and LAB-R (if applicable) is administered within ten days of admission. If a student has been identified as an ELL and whose home language is Spanish, then the LAB is administered. During this process, we inform parents of the orientation video and present it to them in their native language. Miosotis Ramos, assistant principal, and Rosa Acosta, ESL teacher are responsible for administering the HLIS, and LAB-R if applicable.
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.
2. At PS 007, parents of ELLs are informed of all three program choices, as well as options, through individual parent meetings, conversations, and parent conferences. Parents of newly identified ELLs are invited to an ELL parent orientation to discuss information and options about programs for ELLs. The orientation video is provided in the parents' native language. Moreover, invitations to the orientations for parents who could not watch the orientation video on the day of registration are sent home with students and the parent coordinator, Mrs. Rodriguez and Assistant Principal, Ms. Ramos reach out to parents through telephone calls and personal communication during morning drop-off and afternoon pick-up.
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 [\[see tool kit\]](#).)
3. At PS 007, entitlement letters are distributed to students to take home, as well as sent by mail. Parents receive entitlement and non-entitlement letters to inform them of their child's status as an English language Learner and their most recent NYSESLAT level. Since NYSESLAT scores are usually obtained in August/September, parents are sent the letters to inform them of whether their child/ren are eligible for ESL services in the beginning of the school year. Copies of the entitlement letters are made before sending them out to parents. Those letters are organized by grade and subject of letter and stored in the Assistant principal office who is in charge of ELL programs. Parent surveys and program selection forms are given to parents and returned after they have watched the orientation video.
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.
Paste response to question here: 4. To place identified ELL students in instructional programs, we show the orientation video and provide parents with literature concerning programs for English Language Learners in their native language and allow them to choose the most beneficial program for their child/ren. The parents are informed of research based theories for bilingual, dual language and ESL programs and are again informed of their options. Parents are informed in their native language.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
Paste response to question here:
To annually evaluate ELLs using the NYSESLAT, we use the RLER (ATS report) to determine NYSESLAT eligibility. We then create a detailed schedule with make-up dates if necessary to administer each section (listening, speaking, reading, and writing) of the exam. The NYSESLAT is administered annually in May; we follow the prescribed testing calendar as per Department of Education testing schedule. The assessment is administered by a certified bilingual or ESL teacher as well as administration if necessary. Before testing every year, these teachers receive a testing orientation.
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
Paste response to question here: 6. After reviewing the parent surveys and program selection forms for the past few years, over 95% of parents of new admits requested English as a Second Language rather than a Bilingual Program. We constantly review parent choice letters. Parent choice is also reviewed yearly.

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])?

1a & b. The organizational model used at PS 7 is the push-in model where the classroom and ESL teacher, Rosa Acosta, work in collaboration to provide language instruction using ESL strategies within the content areas. The groups of students serviced are sometimes heterogeneously or homogeneously grouped depending on the skill, strand, or objective of the lesson. Both teachers strategically plan using formal and informal data to deliver instruction to the targeted group.
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)?

Paste response to questions here: 2. One certified ESL teacher, Mrs. Rosa Acosta works with general monolingual teachers providing content instruction to ELL students. The ESL teacher supports in developing students' English language proficiency by integrating ESL strategies within content area instruction. The ESL teacher supports ELL students through a push-in model. The ESL teacher plans together with the classroom teachers to ensure curriculum alignment. This program is designed to provide instruction in English with intensive support of ESL strategies and methodologies to develop English language proficiency and acquisition. The

results of the New York State English as a Second Language Achievement Test will determine the units of ESL instruction mandated by CR Part 154. Students are grouped homogeneously or heterogeneously according to levels in modalities as per the NYSESLAT in order to target instruction.

2a. Beginner and intermediate English Language Learners receive 360 minutes of English as a Second Language instruction per week. Advanced English Language Learners receive 180 minutes of English as a Second Language instruction as mandated by CR Part 154. Although we do not have bilingual programs, to help students transition from their native language to academic English, we provide support (glossaries, translated dictionaries, and library books) in the students' native language to help students meet grade level standards in all content areas.

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.

Paste response to question here: 3. When planning content area lessons, teachers focus on both content and language objectives. Throughout the lesson, the objectives are supported through specific scaffolding techniques, student engagement, lesson pacing, modeling, and clear and explicit directions. In addition, students are grouped according to their English proficiency levels and the task/activity is differentiated to meet their specific academic levels. Teachers use a variety of techniques to make content concepts clear like modeling, visuals, hands-on activities, demonstrations, gestures, and body language. Teachers also incorporate technology where students engage in interactive activities practicing all four modalities as well as expanding higher order thinking skills. The activities are meaningful and provide language practice opportunities for reading, writing, listening, and/or speaking. It is the teachers' goal to provide content concepts that are appropriate for students' age and educational background.

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

Paste response to question here: 4. We ensure that ELLs are appropriately evaluated in their native language through informal interviews, running records, and the Lab-R. The information this provides is used to inform subsequent teaching and learning activities as well as grouping.

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

Paste response to question here: Teachers of ELLs incorporate the four modalities in their lessons which they assess to ensure achievement of the goal.

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).

Paste response to questions here:

6a. SIFE

Throughout the years, we have witnessed many of our immigrant students come in to our school with very little formal education. These are our "Students with Interrupted Formal Education" (SIFE). This is a very unique population that needs not only language instruction but also intensive academic and cognitive support. In order to support these students, the following academic interventions are in place:

- Early diagnostic assessment to determine academic and language proficiency;
- Differentiated instruction to allow teachers to meet the individual needs of the students to develop and strengthen areas in need of improvement;
- Alignment of instructional materials to the New York State Performance and the ESL standards;
- After-School and Supplemental Educational Services (at school or one-to-one tutoring) will be in place to support students in literacy and in the content areas including English;
- Regular assessments and data analysis to monitor the progress of our students in meeting content performance and ESL standards;
- English language proficiency will be strengthened through the development of the native language;
- Print rich environment that allows students to make reference to word walls and classroom charts;
- The use of Sheltered Instruction will be used as a model where teachers develop a non-threatening environment where students are not afraid of taking a risk with language.

6b. Newcomers

ELLs in US schools less than three years, we plan to need special intervention in order to further develop their English language proficiency.

This will be accomplished through the following:

- Providing students with good models of the English Language
 - Engaging students in daily listening, speaking, reading and writing activities
 - Promoting accountable talk conversations throughout the day
 - Developing the students language in all content areas
 - English language proficiency will be strengthened through the development of the native language
 - The use of vocabulary or grammatical structures will be used to provide easy access to the language
 - Various opportunities will be provided to ELLs in order to develop language by promoting accountable talk throughout the day
- day
- Ample opportunities for listening comprehension with contextual support will be provided to our ELL students
 - Use of arts, mime, music and other forms will be used to create meaning, as well as the use of the Total Physical Response approach
- Shared reading and story telling with visual support will be used to support language acquisition
 - Lessons will be planned with differentiated instruction in order to account for all levels of language proficiency
 - The use of labels, webs and diagrams to organize information
 - Print rich environment that allows students to make reference to word walls and classroom charts

6c. ELLs receiving services 4 to 6 years

Various opportunities will be provided to strengthen all four-language modalities throughout the instructional day;
A well planned instructional program with high levels of academic rigor and support;
Literacy and learning will be aligned with grade level academic expectations;
Explicit vocabulary instruction is accompanied by visual and kinesthetic cues that help students learn academic language;
Providers focus on the development of Cognitive Academic Language (CALP) by integrating all 4 ESL modalities, reading, speaking, listening, and writing, into the content areas;
All lessons will have a language objective and a content objective that support state standards and learning outcomes;
Language objectives will be specific and focus on various aspects of language development such as vocabulary, reading comprehension skills, writing process, functional language, and specific grammar points;
The use of questions requiring expanded responses;
The use of labels, webs and diagrams to organize information;
Print rich environment that allows students to make reference to word walls and classroom charts.

6d. Long term ELLS

- Participating in after-school programs in order to provide additional support to targeted students who have not passed the New York State English as a Second Language Test. Each teacher will provide small group instruction to groups of approximately twelve students. A flexible grouping approach is implemented utilizing the results of the NYSESLAT;
 - All lessons will have a language objective and a content objective that support state standards and learning outcomes;
 - Language objectives will be specific and focus on various aspects of language development such as vocabulary, reading comprehension skills, writing process, functional language, and specific grammar points;
 - The use of questions requiring expanded responses;
 - The use of labels, webs and diagrams to organize information;
 - Print rich environment that allows students to make reference to word walls and classroom charts.

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?

Paste response to question here: 7. Teachers of ELL-SWDs use a variety of instructional strategies and grade-level materials. Some of the strategies used to make content more comprehensible for ELL-SWDs are scaffolding techniques, bridging, explicit

modeling, sentence starters, using visuals, modification of text, small group instruction, guided reading, strategy/skill groups and the use of graphic organizers as a guide or supplement to build background support in literacy and writing. Teachers have classroom libraries organized by levels as well as guided reading texts that are used according to students' reading levels and purpose of the lesson.

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?

Paste response to question here: 8. To meet the diverse needs of ELL-SWDs within the least restrictive environment we emphasize differentiation. Although ELL-SWDs are expected to meet the standards, in our curriculum we ensure that we provide strategies on how we can support these students on achieving these goals. In addition, we ensure scheduling flexibility by allowing service providers to collaborate with teachers so that students are not pulled out for services during reading and mathematics. The ESL provider pushes in.

Courses Taught in Languages Other than English

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

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

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

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

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

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

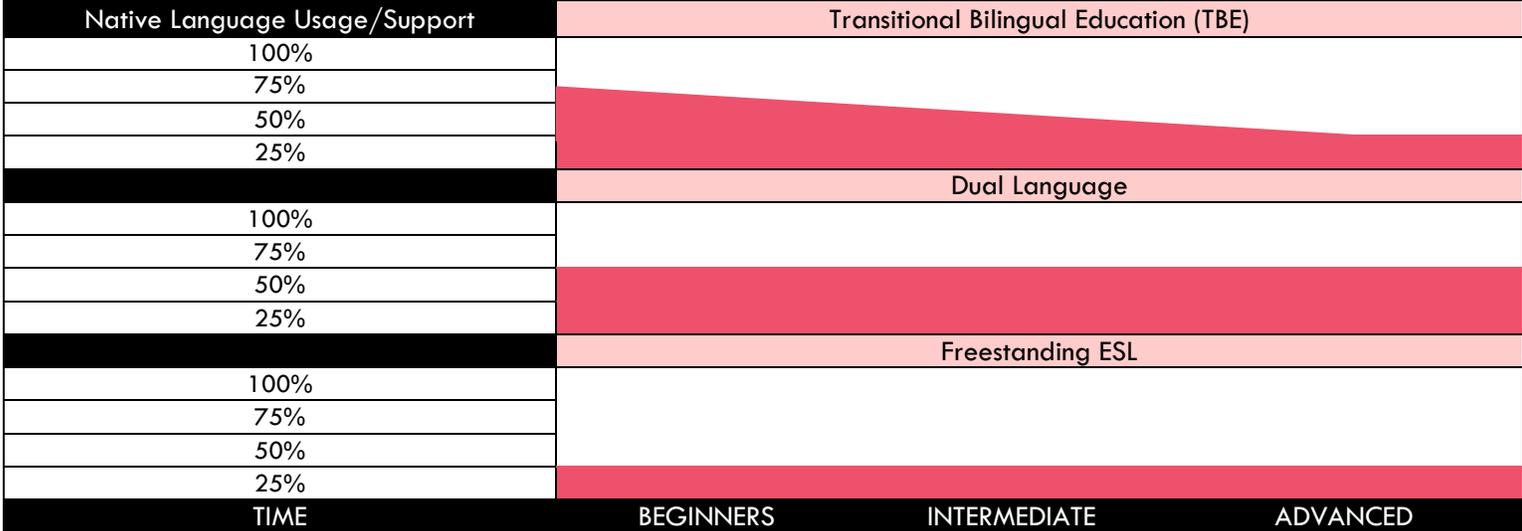
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

	Beginning	Intermediate	Advanced
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.
Paste response to question here:
9. At PS7, we have designed a targeted intervention program for the entire grade 3 through 5 student population called Differentiated Learning Period (DLP). During this time, periods 2 and 3, students are instructed by providers (teachers) in specific targeted areas in literacy and mathematics. Student groups were formed through and by careful analysis of data like state exams, NYSESLAT levels, DRA and running records, ELA and math simulation exams, end of unit assessments and so forth. The English Language Learners are serviced by Mrs. Lambert (AIS), Mrs. Acosta (ESL), Ms. Cano(ESL), Ms. Qarri (ESL), and Ms.Kwartler (ESL). In addition, ELLs are included and invited to all after-school programs. Through Title III ELLs participate in after-school programs focused on their specific needs according to our data. These interventions are offered in English. Some of our beginner ELLs receive support using their native language to assist with comprehension.
9. ELLs who reach proficiency on the NYSESLAT continue to receive academic and language development support through small group instruction, academic intervention in specific content areas, rigorous classroom instruction and after-school support. ELLs are afforded the opportunity to participate in all school programs available.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Paste response to question here: Our ELLs are making progress at a normal rate with the exception of students with a limited foundation in their native language and those whom are SIFE. Teachers are well aware of the ELLs in their class.
11. What new programs or improvements will be considered for the upcoming school year?
Paste response to question here: 11. For the upcoming school year we will plan improvements according to need based on data.
12. What programs/services for ELLs will be discontinued and why?
Paste response to question here: 12. As we monitor and assess the progress of ELLs, we will make informed decisions regarding implementation of new programs and/or discontinuance of existing ones. Parental choice will play a key factor in planning of programs for English Language Learners.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Paste response to question here: 13. ELLs are afforded the opportunity to participate in all after-school programs. ELLs are invited to after-school programs catered specifically for them and their specific needs. For example, language development programs specifically for beginner ELLs.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
Paste response to question here: 13. To support ELLs in all content areas, Time for Kids Grammar Usage and Mechanics, Attanasio & Associates Getting Ready for the NYSESLAT and leveled libraries in English and Spanish, RAZ kids (reading computer program), Teacher Created Materials Standards Based Editing, Ready Gen, Go Math, On core Mathematics by Houghton Mifflin Harcourt and Finish Line for ELLs are utilized. Additionally, students are exposed to and allowed to practice using technology like the computer and/or Smartboards. for instance, since we have determined that our ELLs require further attention on writing skills, we utilize the grammar books to assist with certain skills concerning writing.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Paste response to question here: 15. Native language support is delivered through the mandated instructional periods of native language arts and through materials that support English as a Second Language acquisition.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
Paste response to question here: 16. All ELLs are placed in a classroom setting that matches their age appropriate level and language preference as indicated by Parent Choice Surveys. All ELLs who are eligible for ESL, receive push-in services by our certified ESL teacher, Rosa Acosta.

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.

Paste response to question here: At the beginning of the school year newly enrolled ELLs receive an orientation where they are given a tour of the school and are introduced to key people at the school.

18. What language electives are offered to ELLs?

Paste response to question here: N/A

19. For schools with dual language programs:

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

Paste response to questions here: N/A

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.

Paste response to questions here: Professional Development and support for school staff

1. An essential part of our English as a Second Language Program is our comprehensive professional development component. We strongly believe that the quality of our Free Standing ESL instructional program is shaped by the quality of the teacher; therefore, we provide differentiated professional development for our teachers within and outside of the school.

2. Our entire instructional staff has been involved in ESL coaching sessions where all teachers participate in studying and discussing topics such as: ESL Performance Standards, Developing Literacy Skills in ELL students, Differentiated Instruction to Address the Different Levels of Language Proficiency and Academic Development, Planning Standard-based Lessons infusing ESL strategies, Teaching the Content Areas Through ESL Strategies, providing structured vocabulary instruction, and Developing Spoken Language. We will continue building our teachers' professional development by engaging teachers in the best research-based teaching practices including scaffolding techniques, and the Principles of Learning of Academic Rigor and Accountable Talk. These principles will be embedded in all instructional plans.

3. Our guidance counselor, Mrs. Links, works with all of our students including the ELLs on issues concerning the transition to Middle School. She also works with all students on respect for all and especially with ELLs concerning issues of arriving to a new school and new country.

4. This school year, teachers will receive support in scaffolding techniques as well as quality teaching for ELLs. These supports will continue throughout the school year for all teachers. We will differentiate the support depending on teacher and student need. New teachers will receive the mandated 7.5 hours of ELL training (Jose P). The training will address the different the history of the types of programs for ELLs like: Bilingual self-contained, transitional bilingual, push-in and pull-out programs. Teachers will have an opportunity to watch the parent video. We will discuss the different compliance issues related to ELLs. Most importantly, we will go into depth about the different methodologies and skills necessary to support ELLs academically. After completion of the training, participants receive a certificate and record of the training is maintained by the personnel secretary, Mrs. Hickey.

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?

Paste response to questions here: Parental Involvement

1. At PS 7, we strongly feel that parental involvement is an integral part of a child's social and academic development. As a result, we make it a priority to include all of the parents in our school community through social and academic events like classroom publishing celebrations. We ensure that the parent's concerns are addressed and their ideas are validated. We do this through constant communication by allowing parents the opportunity to feel welcomed at the school. We strive to maintain a positive environment that is welcoming to parents with an open door policy.

Parent needs are met through regular parent activities such as:

- Workshops on how to support and assist children in reading in both their native language and English
- Workshops on Math games that support logical thinking
- Parent orientation conducted in the parents native language where parents learn about programs for ELLs.

ARIS support

Workshops on the new Common Core Learning Standards.

Coffee Hour with the parent coordinator

Assistance is provided regularly by the school staff to parents for acquiring library cards and providing information about out of school resources, such as tutoring and health and wellness programs.

2. The parent coordinator, Birmania Rodriguez, and guidance counselor, Kelly Links, work closely with several agencies like the community library, post office, bank, supplemental services, and health and mental services agencies. These organizations provide different workshops related to finance, nutrition, technology, exercise, immigration and acquiring passports.
3. In order to organize and prioritize services and support, we evaluate parent need through surveys provided through the parent association as well as personal communication with our parent coordinator.
4. Many of the workshops are dependent on the needs and interests of the parents of ELLs as per their requests.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01

	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 10X007 School Name: The Kingsbridge School

Cluster: 571 Network: 5

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.

During the registration process, the language spoken at home is required as well as the preferred language of oral and written communication is collected. From this information we were determine the need for translation of parent letters and information as well as translators for parent-teacher conferences. Additionally, this school year the new ELPC screen regulation for all new comers provided an insight on other languages and parental language communication preference. In the beginning of the school year, we print out the home language report(RHLA) and the School Data Summary Report(RSDS) through ATS to inform us of the varied languages spoken by the families at our school.

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 major findings of the P.S. 7's written translation and oral interpretation needs indicate that our documents must be translated into Spanish. During meetings and parent conferences, we provide in-house translators and use the telephone translation service through the DOE when and if necessary. These findings were shared with the school community through the School Leadership Team (SLT) as well as through the parent coordinator meetings with parents. At PS 7 we have several open-house throughout the year where this information was shared.

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.

The school will provide written translation services to ensure timely provision of translated documents to parents determined to be in need of language assistance services. We will plan ahead in order to have ample time to have documents that can not be translated in-house completed in a timely manner. Spanish translated documents are usually translated in-house by qualified school staff.

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 are provided by in-house staff. The Assistant Principal, Ms. Miosotis Ramos, the Parent Coordinator, Ms. Lori Rodriguez, and ESL teacher Mrs. Rosa Acosta provide most of the Spanish translations. Mrs. Norell provides Chinese translation. Other school personnel translate when necessary. In addition, we utilize the telephone translation services when necessary.

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>.

At the entrance of the school there is a poster with information about the translation services available for the parents in various languages. We also mention translation services on telephone messenger service and correspondence sent home for parent teacher conferences and general meetings.



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
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 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

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

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

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

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

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

Part A: School Information	
Name of School: The Kingsbridge School	DBN: 10X007
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 60
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 3
of content area teachers: 0

Describe the direct instruction supplemental program here and include the

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

Begin description here: As per our data on English Language Learners gathered from exam simulations (math and ELA), classwork, running records, last year's ELA, Math and NYSESLAT exam scores, we have concluded that our ELLs need additional support in the areas of reading comprehension, mathematics, and writing. The Saturday Academic Success program will target ELLs being tested in English Language Arts. This program will help to prepare students for the New York State English Language Arts exam by reviewing and teaching test taking strategies as well as specific reading skills like comprehension, main idea, drawing conclusions, and predictions etc. Since math difficulties often stem from the fact that students struggle with reading comprehension and academic language, the Math portion of the program will focus on students struggling in the area of mathematics vocabulary and comprehension. This program will help to prepare students for the New York State Math exam by reviewing and focusing on specific test taking skills as well as math strands like fractions, measurement and problem solving skills. From the NYSESLAT results, we have noticed that most of our ELLs are challenged when it comes to writing clear and explicit explanations and thoughts. The grammar and writing portion of the program will focus on supporting English Language Learners develop English writing skills. They will learn a variety of writing strategies, such as self-editing, organization, negotiation of meaning (vocabulary), grammar, usage, and mechanics.

English Language Learners in grades 3, 4, and 5 who are considered beginners, intermediate and advanced as per the 2014 NYSESLAT will be served through this program.

The Saturday Academic Success for ELLs runs on Saturdays from 9:00 AM to 1:00 PM for a total of 18 sessions beginning October and ending April.

Language of Instruction - English

Three teachers who are certified ESL and bilingual will work with the ELLs.

Materials: Vocabulary Links for English Language Development - Continental

Get Set for Math New York - Continental

Get Ready for Reading New York - Continental

Finish Line Writing for the Common Core State Standards - Continental

Phonics and Word Study - Continental

Part C: Professional Development

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: We strongly believe that when teachers participate in "professional learning", they remain abreast of new and best practices. Our purpose of professional learning is to assist and support teachers to work to their fullest potential.

This year certified ESL teachers of ELLs will attend several workshops offered through the Department of ELLs. attend NYSABE, Latino Caucus:Professional Learning Day, Beyond the Language Series at Bank Street College, and Developing English Language Learners' Mathematical reasoning in the early grades. These workshops will be provided throughout the school year through various DOE organizations. In addition, teachers will continue to receive training through Pearson for Ready Gen which is one of the literacy programs we utilize with our ELLs.

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: We strongly believe that it is important to engage parents in learning and being involved in their child's education. Therefore, we have planned a series of fun but educational workshops that will encourage parents to come to our school and build a relationship with teachers and administration. We want parents to feel valued and respected and comfortable enough to engage in conversation with that staff that will lead to their child making progress, academically, socially and emotionally.

The parents of English language learners at PS 007 will be offered the opportunity to participate in several workshops throughout the school year. We have provided the parents the opportunity to have input in the types of workshops they are interested in having through a survey. Some of the workshops will be held during the school day, after-school, evenings, and on Saturdays while the Saturday Academy is in session. We plan to run some of the same workshops at different times to accommodate working parents. The types of workshops we are offering throughout the year are: Story night- Reading to your child and talking about the book, Health- How it affects children academically, Health- Collaboration between child and parent cooking (math & recipe reading & comprehension), Common Core Standards- What are they and how can I support my child to meet them?, ELA, Math & NYSESLAT exams- What can I do to support my child with these exams?, and Family Game Night- How games help children learn and interact with parents. Some of the workshops will be conducted in different languages depending on the need.

Isis Community Circle affiliated with St. Barnabas and Union Hospital Teen Center will host the health workshops. Our pedagogical coaches, along with the ESL certified teacher will host the Common Core and exam workshops. The parent coordinator, certified ESL teachers of ELLs, and assistant principal, for

Part D: Parental Engagement Activities

ELLs will host the story and game nights.
 The parents will be notified via school monthly calendar, flyers, and telephone messenger service.

Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____