

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

04M007

School Name:

P.S. 007 SAMUEL STERN

Principal:

JACQUELINE PRYCE-HARVEY

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

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

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

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

Section 1: School Information Page

School Information

School Name: PS/MS 007 Samuel Stern School Number (DBN): 04M007
Grades Served: PK-8
School Address: 160 E. 120th Street, New York, NY 10035
Phone Number: 212-860-5873 Fax: 212-860-6070
School Contact Person: Jacqueline Pryce-Harvey Email Address: jpryceharvey@schools.nyc.gov
Principal: Jacqueline Pryce-Harvey
UFT Chapter Leader: Jessica Rivera
Parents' Association President: Gwendolyn Moore
SLT Chairperson: Jacqueline Pryce-Harvey
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Arianni Montanez
Student Representative(s):

District Information

District: 04 Superintendent: Alexandra Estrella
Superintendent's Office Address: 160 E. 120th Street, New York, NY 10035
Superintendent's Email Address: Aestrel3@schools.nyc.gov
Phone Number: 212-348-2873 Fax: 212-348-4107

Borough Field Support Center (BFSC)

BFSC: Manhattan Director: Yuet Chu
Director's Office Address: 333 7th Avenue, 8th Floor
Director's Email Address: ychu@schools.nyc.gov
Phone Number: 646-470-0721 Fax: 917-339-1765

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 that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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)
Jacqueline Pryce-Harvey	*Principal or Designee	
Jessica Rivera	*UFT Chapter Leader or Designee	
Gwen Moore	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
	Member/UFT Member	
Ben Strat	Member/UFT Member	
Eileen DeLucia	Member/ UFT Member	
Linda Lunz	Member/ UFT Member	
Mary Williams	Member/UFT Member	
Lillian Preister	Member/Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Maria Cardoso	Member/ Parent	
Tineisha Williams	Member/ Parent	
	Member/	

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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
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 Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** 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 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** 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 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

PS/MS 007 Samuel Stern is a Pre-K-8th grade school located in east Harlem serving approximately 400 students. Our school register of students includes the following demographics: 62% Hispanic, 29% Black, and 9% other races. It is our belief that children learn best in a school environment that stimulates, encourages, and supports growth through problem solving and independent thinking. We aim to cultivate students who can reflect on their learning and set goals that foster lifelong learning to be prepared for the rigors of high school, college and careers. To create this type of environment we provide experiential, hands-on learning activities that engage our children in real-life problem solving. We focus on developing the whole child and to this end we offer art, music, gardening, dance and theatre during the regular school day and in after-school programs. We offer students experiences that challenge their thinking and allow them to challenge each other as they raise awareness of social and cultural realities they face. To do so we leverage partnerships with many organizations who are committed to supporting public schools:

-Edible Schoolyard, NYC

-Education Through Music

-I Have A Dream

-Union Settlement

-Metropolitan Museum of Art

-Martina Arroyo Foundation

-Wellness in the Schools

-National Dance Institute

Our faculty and partners work side by side to develop a rigorous educational experience for students that take place at our building and throughout the city. We recognize the importance of partnering with our families to share in the learning process and celebration of students' progress.

Our emphasis on celebrations and rewarding those committed to achieving their goals is a fundamental belief at PS/MS 007. Our school is at the 95th percentile of all city schools in terms of students living in temporary housing. Consequently we incorporate activities that develop the social and emotional development of each child. We want our children to feel like their school is the greatest and safest places to be. We had children paint the interior of the building through our partnership with PubliColor so that they can be invested in their environment and their learning. The more opportunities we provide students and families to demonstrate their progress and see the value in setting personal and academic goals, the better our children learn. This allows our families and students to take ownership of their community and learning.

As a faculty we have dedicated ourselves in creating a learning community that encourages risks, seeks improvement, and utilizes each other as learning partners. We believe that a great school community is based on the ability of all stakeholders, especially faculty, to collaborate with one another. In the Framework For Great Schools Report 2015 we received 4 out of 4 stars under the element for "Collaborative Teachers". Noteworthy is the exceptional rating we

received for “inclusive classroom instruction” and “school commitment”. If we continue to work together and build on our strong practices we will promote even more student progress.

Our goal this year is focused primarily on the Framework element "Rigorous Instruction." We are aiming to improve student writing and improve our pedagogical methods to meet the varying needs of our children. Throughout the school we will foster student discussions as a way for students to argue aloud, absorb feedback from peers, and engage in critical thinking. The discussions will allow for stronger arguments and teachers will then have the ability to guide students to write more purposeful and meaningful essays.

We also believe that meeting the needs of a child during small group time is extremely vital for student growth. Through scheduling and professional development we will intensify our approach to meet the needs of all children. We will utilize guided reading, Leveled Literacy Intervention, Foundations, Just Words, Great Leaps, and other intervention programs.

04M007 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05,06,07,08	Total Enrollment	382	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				12
Types and Number of Special Classes (2014-15)				
# Visual Arts	4	# Music	6	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population	77.9%	% Attendance Rate		90.0%
% Free Lunch	82.9%	% Reduced Lunch		1.0%
% Limited English Proficient	15.9%	% Students with Disabilities		27.4%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.8%	% Black or African American		26.1%
% Hispanic or Latino	64.7%	% Asian or Native Hawaiian/Pacific Islander		3.3%
% White	4.3%	% Multi-Racial		0.5%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	3.12	# of Assistant Principals (2014-15)		N/A
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	3.0%	% Teaching Out of Certification (2013-14)		2.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.7%	Average Teacher Absences (2013-14)		6.5
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	19.4%	Mathematics Performance at levels 3 & 4		21.2%
Science Performance at levels 3 & 4 (4th Grade)	57.1%	Science Performance at levels 3 & 4 (8th Grade)		66.7%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

Section 5A – Framework for Great Schools 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 Framework for Great Schools–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 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 trends and sources.

Based on results of State assessments in English Language Arts (ELA), item analysis, Measures of Student Learning (MOSL), on-demands and teacher-made assessments one trend that emerges is the need to re-examine how students are taught writing across the grades. By focusing on student writing it is our belief that students will become more thoughtful and critical thinkers. Our priority is to introduce a Common-Core aligned curricula to help all teachers develop a systemic approach to teaching writing. Further, it is our belief that writing should evolve naturally from student reading in all subject areas and the teaching of writing should not be limited only to English classes. This priority for rigorous instruction was obtained from personal observations, superintendent visits, instructional cabinet meetings, and testing data.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, all teachers will implement a comprehensive cross-content, grade specific Common Core Learning Standard curricula that addresses the needs of all our students, including English Language Learners, students with disabilities and high achievers, and will result in an increase of two levels on running records in K-5 and writing skills will show improvement of 25% increase on each of the 6 traits on the Writing Performance Tasks in grades 6-8.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Cycles of professional learning on interpreting Common Core ELA standards (six weeks), formative assessment strategies in the ELA classroom (8 weeks) and supporting ELLs and students with disabilities in the ELA classroom (6 weeks)</p>	<p>All students and teachers</p>	<p>September 2015 - June 2016</p>	<p>Principal, AP, Teacher Leaders, Consultants from Teaching Matters</p>
<p>Data Collection and Monitoring</p> <ul style="list-style-type: none"> • Faculty to collect daily student data in a systematic manner. • Faculty to understand and analyze data and form action plans for students in various subgroups. • Leverage intervisitations to develop skill sets for students that need support. • Utilizing online database to store student work so that peer evaluations of work can be done. • Specialists to train and work with various subgroups. 	<p>All students, including students with IEPs and ELLs</p>	<p>August 2015 - April 2016</p>	<p>Principal, Teachers, Data Specialist</p>
<p>Parent involvement in the process</p> <ul style="list-style-type: none"> • Assist schools to formulate parent specific workshops on how to support their child with the writing. 	<p>Families</p>	<p>September 2015 - June 2015</p>	<p>Administration, Parent Coordinator, classroom teachers, school-based organizations (Edible Schoolyard, I Have a Dream, Union Settlement)</p>

<ul style="list-style-type: none"> • Allowing parents to visit classroom instruction during writing time. • Initiate book clubs for parents about the priority. • Leverage parent coordinator expertise and training so that they can turnkey information to families. 			

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> <p>In order to implement a robust program that will impact student writing skills the following instructional resources and partnerships will be utilized:</p> <p>-Teachers College Reading and Writing Staff Developers</p> <p>-Model Teachers</p> <p>-Instructional Support from District</p> <p>-Intervisitations</p> <p>-Small group reading instruction</p> <p>Additionally, instructional materials will be purchased to support implementation of the action plan, including:</p> <ul style="list-style-type: none"> • iPads • Rally test books • Online learning software <p>Teacher per session will be utilized to support the planning of professional learning cycles.</p>
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Part 4b. 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 SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded	X	In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>In January 2016 students will complete Writing Performance Tasks that will reflect student progress by 10% on each of the 6 traits that are aligned to the Common Core. A school-wide writing rubric will be utilized to notice depth of understanding and critical response of each child. Teachers will use writing protocols to identify specific areas for re-teaching and adjust the curricula and schedule so students receive the support they need.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

Section 5B – Framework for Great Schools 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 Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

In the 2014-15 NYC School Survey, PS 007 received 83% positive responses from students in the category of supportive environment which was below the city-wide average of 87%. So that students feel supported in their school environment, it is necessary provide instructional intervention strategies, social/emotional supports, college and career readiness training, and school/community partnerships that will result in higher student achievement.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016 the school will implement systems and structures so that all learners attend regularly and receive appropriate supports to be successful. This will result in 90% or higher school attendance rate with 90% promotion rate in grades K-7 and 95% graduation rate in eight grade.

Part 3 – Action Plan

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<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools 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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Instructional Intervention Strategies:</p> <ul style="list-style-type: none"> • Students with Individual Education Plans will be supported with flexible/strategy groupings, Response to Intervention RTI, and Universal Design for Learning, UDL, • High Achieving students will have access to High School regents classes and afterschool academic clubs • All students in middle school will have 1 period/day of small group instruction that target reading and writing. • Students in the lowest third in grades K-4 will have a pull-out reading program for individual instruction in reading and writing. • English Language learners, ELLs, will have a literacy program "Photo & Me" that targets English language acquisition. • Middle School Quality Initiative will support all students with vocabulary acquisition and reading and writing. 	<p>All students, Students with disabilities, High achieving students, ELLs,</p>	<p>September 2015 - June 2016</p>	<p>Teachers, Reading Consultants</p>
<p>Social/Emotional Supports:</p> <ul style="list-style-type: none"> • Guidance counseling • School psychologist • Awards Assemblies • Honor Roll 	<p>All students</p>	<p>September 2015 - June 2016</p>	<p>Principal, Guidance Counselor, School Psychologist, Teachers.</p>

College and Career Readiness: <ul style="list-style-type: none"> High school application parent workshops Individual High School Admissions Counseling Union Settlement High School Application Program 	8th graders and their families, all students	September 2015 - November 2015 for 8th graders and all year for 7th graders.	Guidance Counselor, Principal, Teachers
School/Community Partnerships: <ul style="list-style-type: none"> I have a Dream - 3-5th graders after school and summer program Urban Dove - 3-5th graders after school and summer camp Union Settlement - 6-8th graders after school program YMCA - K-4 after school program 	All students	All year	Community Based Organizations

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
In order to provide a supportive environment we will fund per session for teachers, provide time for small group instruction, common planning time and Professional Development. Instructional resources include Teacher's College curriculum, leveled libraries, curriculum maps, curriculum guides, and online learning supports.											
Part 4b. 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 SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant	X	SIG/SIF		PTA Funded	X	In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<u>In January 2016 all after school programs will be evaluated by student survey and student data to determine level of student satisfaction with their school environment. and their academic progress. Students should be 88% satisfied with their school environment and their grades should up an average of 5% points.</u>
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5C – Framework for Great Schools 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 Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

At PS/MS 007 we believe that if we can unify around a few targeted objectives we can improve student achievement. For the 2015-2016 school year we want to study and improve our own practice of teaching writing. We realize that in isolation we cannot teach writing in ELA. In other words, we must teach writing and content within all areas. To do so we must refine our planning process, improve our protocols that guide our work, and remain committed to improving our own practice.

Currently, we utilize online structures such as Evernote and Google Docs to share local practices. Weekly meetings occur on Monday and Tuesday afternoons. Grade level teams meet at least weekly to discuss ongoing patterns and trends. Vertical teams meet weekly to discuss gaps and strengths in curricula and student learning.

We seek to improve the collaborative approach by narrowing our focus on writing and strategically working with each other, regardless of grade level, to provide cohesive curricula experiences that are rich and dynamic. Throughout the year we focus on:

- Teaming strategies
- Curricula refinement
- Analyzing student writing
- Sharing practices through web applications
- Using intervisitations as a learning tool

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, PS/MS 007 Samuel Stern will utilize the tenets of Professional Learning Communities (PLCs) to increase teacher capacity to critically look at student work, identify student confusions and gaps in learning based on the student work data, and develop follow-up action plans to address these confusions and gaps. As a result of these PLCs, student proficiency on the 2016 Math and ELA tests will increase by at least 5 percentage points.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools 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 promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Professional development, and/or systems and structures needed to impact change.</p> <p>Create Professional Learning Cycle (8 weeks):</p> <ul style="list-style-type: none"> • Read relevant academic articles. • Discuss strategies and align with student work. • Create and administer normative assessments based on student needs and aligned to the Common Core standards. • Reflect on data in teacher teams and plan reteaching strategies using student work protocols 	<p>Teacher Teams by grade, subject and cohort.</p>	<p>October 2015 - December 2016</p> <p>Mid year reflection in January 2016</p> <p>Subsequent cycles Feb 2016 -April 2016</p>	<p>Principal, teacher leaders, staff developers and educational consultants.</p>
<p>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).</p> <ul style="list-style-type: none"> • Assessment data will be disaggregated to allow for targeted instruction to lowest third, Students with disabilities and ELLs. • Students will have access to Online resources that facilitates independent 	<p>Students performing in the lowest third, students with disabilities, high need student subgroups and high performing students.</p>	<p>September 2015-June 2016</p>	<p>Teachers, teacher teams and teacher leaders</p>

<p>learning and allow them to set and achieve personalized goals.</p> <ul style="list-style-type: none"> • Providing optional Instruction on Saturdays and Holidays 			
<p>Strategies to increase parent involvement and engagement:</p> <ul style="list-style-type: none"> • Informing PTA of the work of the PLCs and inviting participation at guest speaker events. • Giving parents access to the cycle schedule and communicating directly with them about the data analysis and reteaching schedules. • Providing parents with Online access to student data and support strategies. 	Parents, guardians and other family members.	September 2015-June 2016	Principal, parent coordinator, teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
To support the work of the PLCs it will be necessary to provide extensive PD and common planning time in the schedule. Teachers will meet weekly in cohorts and grade teams supported by per session funding.										
IXL Online math program and Rally Instruction Programs will be used to help personalize instruction.										
Part 4b. 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 SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By January all teachers will use online system to share best practices. Across student notebooks common approaches to teaching writing will be visible. By February 2016 teachers will be proficient at working in PLCs and have extensive data on their student learning gaps and confusions. Reteaching will result in 3% improvement by February and 5% improvement on the State ELA and Math test by June.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5D – Framework for Great Schools 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

<ul style="list-style-type: none"> • Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data. • Summarize your school’s strengths and needs relative to this 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 trends and sources.

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools 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 promote parent leadership and engagement as a key lever for school improvement. 	<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>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5E – Framework for Great Schools 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 Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools 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 promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<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>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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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 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)	-DRP -Running Records -On-Demand Writing -Site Word – Recognition -Concepts of Print -Letter Sound ID	-LLI -Just Words -Great Leaps -Foundations -Guided Reading	-One-to-One -Small Group	-During day
Mathematics	-State Test Score -Mastery Connect -Screener via PA	-Mastery Connect -Khan Academy	-One-to-One -Small Group	-During day
Science	-Class Unit Exams -Performance-based assessments -Lab performance	-Guided notes -Lab report templates -Close Reading strategies	-One-to-One -Small Group	-During school day -After-school
Social Studies	-Same as ELA	-Same as ELA	-One-to-One -Small Group	-During day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	-Based on previous year’s number of referrals and/or incidents.	-PBIS -In school intervention -Behavior sheet -Modified behavioral plan	-Small Group -One-to-One	-During day -After-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 section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>All staff members, currently, are considered highly qualified.</p> <p>We will continue to attract highly qualified teachers through:</p> <ul style="list-style-type: none"> • our HR recruiter • partnership with local universities. • PS/MS 7 works closely with the New York City Department of Education • Fellows Program to attract highly qualified teachers to our school. Potential candidates are invited in for an interview with the hiring team, and asked to our school to conduct a demonstration lesson.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>PS/MS 7 utilizes the mentoring program to provide training and support to new teachers and guides them towards their certification needs. Professional workshops are offered during and after school. The UFT Chapter chairperson at PS/MS 7 provides information and literature regarding UFT course offerings that will satisfy licensing and certification requirements for our new teachers.</p>

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

We maintain the standards of the Early Childhood tenets by working with the office of Early Childhood with the NYC Department of Education. In particular, both of our pre-school teachers work with a Ms. Jones (counselor) year long to provide families with the best choices throughout the course of the year. In addition, teachers partake in the DOE Work Sampling program. This allows teachers to analyze student work, modify curriculum, and maintain the integrity of the ECERS-R evaluation.

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.

All staff members are included in decision-making regarding assessments to use. As a committee staff received PD on various assessments that may capture the best data to base instructional decisions from during several meetings in June of 2013. Staff made selections that they felt were best for their use so that all students may learn from. The decision making process is as follows:

1. Introduction to various assessments
2. Professional Development regarding assessments
3. Meeting to discuss pros and cons of all assessments
4. Meeting with question, "what assessments will provide us (the staff) with the most accurate data so that we can create plans to best support the needs of our students?"
5. Partner with families to explain all assessment choices and invite them to ask questions.
6. Select final assessments
7. Receive on-going PD from coaches and network personnel in terms of next steps with data.

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, 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	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
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		Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	205,387.00	x	4, 5a, 5b, 5c
Title II, Part A	Federal	36,802.00	x	4, 5a, 5b, 5c
Title III, Part A	Federal	11,200.00	x	4, 5a, 5b, 5c
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,225,912.00	x	4, 5a, 5b, 5c

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 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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’s Title I Parent Advisory Council (PAC) 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)

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. **Samuel Stern PS/MS 007**, 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. **Samuel Stern PS/MS 007** 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, School Quality 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)

PS/MS 007 Samuel Stern, 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 on assessments.

I. School Responsibilities:

Provide high quality curriculum and instruction consistent with Common Core 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 with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

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 to 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.

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.
 - o The Title III supplemental instructional services must be based on student need
 - o These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - o Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - o 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.”
 - o 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.
 - o These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your [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:	PS 007 Samuel Stern 04M007
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): Before school <input checked="" type="checkbox"/> After school Saturday academy Other:	
Total # of ELLs to be served: 26 Grades to be served by this program (check all that apply): K 1 2 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 10 11 12	
Total # of teachers in this program: 3 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 2	

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: 1) Newcomers and ELL students, in grades 3-8 performing at the intermediate and beginner level, will participate in an after school program that will focus on reading (both fluency and comprehension) and oral language development through the use of ebook readers. This technology will keep students engaged while helping them to increase their English vocabulary (through modeling and repetition) and develop reading fluency and comprehension (through decoding). Students will use applications chosen by the teacher. These applications will be aligned with students needs and instruction will be targeted according to students' skill levels. Twenty six students, divided in two groups will participate in this program. One group will meet on Thursdays, the other on Fridays, from 2:20 until 4:30 pm from January until June, for a total of 44 sessions (22 sessions per group). One certified ESL teacher will provide services.

2) ELL intermediate and advanced students in grades 3-8 will participate in an ELA and Math Saturday Academy. The focus of this program is to offer ELL students additional instructional support in the content areas of English Language Arts and Mathematics in preparation for the NYS assessments. Data derived from predictive and teacher assessments will determine skills to be taught. There will be two Saturday sessions in March and two Saturday sessions in April. These sessions will be for Intermediate and Advanced ELL students.

One certified ESL teacher, a middle school certified teacher and a common branch teacher will team teach during Saturday academy sessions. The middle school teacher is for Math and the common branch teacher for ELA.

Part C: Professional Development

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

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

Begin description here: ESL teacher participate in Network's monthly meetings dedicated to ESL/ELL topics that are aligned with the State standards. Information received at these meetings is turn-keyed to the staff during common planning/professional development sessions. These full day sessions will take place between December and June. ESL and classroom teachers participate in the Teachers College Reading and Writing Project's professional development which includes specific professional development in reading and writing for teachers teaching ESL students in their classrooms. Including "Writing Workshop is for All of my Students: Supporting English Language Learners to Maximize Success and Independence." and "English Language Learners Can Rise to the Challenges Outlined by the Common Core State Standards: Vocabulary-Building and Language Acquisition Strategies that Work." Throughout the year, teachers also attend professional development activities offered through DOE internal Services, colleges and other institutions that focus on ESL instruction and strategies that support

Part C: Professional Development

ESL students' learning and academic progress. In order to continue to develop ESL teacher's expertise and raise ESL student achievement, this school year our ESL teacher will participate in one of QTEL's professional development activities.

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: At the beginning of the school year the ESL teacher and Parent Coordinator send a Parent Survey to help us evaluate the needs of our ELL parents and what services we can provide or plan for at the school level. Results of the survey are reviewed and an action plan is developed. Based on the needs, workshops are planned and scheduled throughout the school year. Parents are notified with flyers, emails and phone calls. Some of the workshops planned for this school year include; 1) understanding the Common Core Standards, 2) understanding the articulation process from elementary to middle and from middle to high school, 3) grade specific promotional criteria, 4) understanding periodic progress reports. Workshops are held during the day and evenings to accommodate parent's schedule. They will begin in November and take place once a month.

We are in the process of planning and scheduling technology classes for parents for this year, as they were requested by many parents through the survey.

Part E: Budget

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

Allocation Amount: \$

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. 		

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
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		

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 04	Borough Manhattan	School Number 007
School Name PS/MS 007 Samuel Stern School		

B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal Jacqueline Pryce-Harvey	Assistant Principal Gary Ross
Coach TCRWP Staff Developer	Coach Martha Gutierrez
ENL (English as a New Language)/Bilingual Teacher Monica Lehmann-Gonzalez	School Counselor Daughn Lee
Teacher/Subject Area M.Heldt	Parent type here
Teacher/Subject Area type here	Parent Coordinator M. Abraham
Related-Service Provider C. Calo	Borough Field Support Center Staff Member F. Castro
Superintendent A. Estrella	Other (Name and Title) type here

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	371	Total number of ELLs	57	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input checked="" type="checkbox"/>	1 <input checked="" type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input checked="" type="checkbox"/>
	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	57	Newcomers (ELLs receiving service 0-3 years)	10	ELL Students with Disabilities	10
SIFE	2	Developing ELLs (ELLs receiving service 4-6 years)	12	Long-Term (ELLs receiving service 7 or more years)	1

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	39	2	10	12			1			0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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

* EP=English proficient student

**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 is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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	10	6	9	4	5	1	10	3	4					0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic									4					0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1												0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of your school.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	1	1	1				2							0
Emerging (Low Intermediate)														0
Transitioning (High Intermediate)														0
Expanding (Advanced)														0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 To assess the literacy skills of students in grades K-8, we conduct TCRWP running records four times a year (September-October, December-January, February-March, and June). In grades K-2, Foundations assessments are also used throughout the year. The data tells us that most ELLs are below the literacy benchmarks that have been put in place. In order to improve our students' scores each teacher with the help of the literacy coach and ENL teacher develops learning goals for each student. These goals are discussed in grade level meetings and during professional development. These goals are monitored throughout the school year.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 The data shows that we have a decreasing number of long term ELLs (two) this makes up 3% of our ELL population. A majority of our ENL students are newcomers and have been receiving services for (0-3 years) this makes up 78% of our ELL population. The data patterns reveal that our students received lower scores on the reading/writing portions of the exams relative to the speaking/listening portions.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 Annual Goals from CEP
 Annual Goal#1, 2014-2015
 To increase the number of students scoring 70% or above in language acquisition from pre-post Word Generation assessment by 20%.
 Annual Goal #2, 2014-2015
 Beginning in September 2014, students in grades K-8 will be part of an AIS structured program, in both math and ELA, to support their specific needs. We will measure the success of our program by comparing/tracking student benchmark/formative and summative (state testing) from the 2013-2014 school year with the results of the 2014-2015 school year. Our belief is that a strong AIS program will allow us to meet the needs of all of our students at risk and provide them with the necessary skills to achieve.

The data shows that our students struggled with reading/writing more than speaking/listening. The ENL teacher will make an effort to make sure that students who are speaking and listening on grade level will be able to carry over that success to their reading and writing. Students who are not yet speaking and listening on grade level will have that area emphasized before they move on to reading and writing on grade level.

New Annual Goals for 2015-2016

Goal 1:

By June 2016, all teachers will implement a comprehensive cross-content, grade specific Common Core Learning Standard curricula that addresses the needs of all our students, including English Language Learners, students with disabilities and high achievers, and will result in an increase of two levels on running records in K-5 and writing skills will show improvement of 25% increase on each of the 6 traits on the Writing Performance Tasks in grades 6-8.

Goal 2:

By June 2016, PS/MS007 will utilize the tenets of Professional Learning Communities to increase teacher capacity to critically look at student work, identify student confusions and gaps in learning based on the student work data, and develop follow-up action plans to address these confusions and gaps. As a result of these PLCs, student proficiency on the 2016 ELA and Math tests will increase by at least 5 percentage points.

4. For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

a. ELL students are struggling on tests taken in English and in their native language.

b. We are not currently using ELL Periodic Assessments.

c. We are not currently using ELL Periodic Assessments.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5).

[Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

Our school develops an assessment calendar at the beginning of the year. The calendar serves as a system that allows each member of the faculty to capture student data 4 times a year. Based on this data we write student goals. The specific strategies we develop are with each student in mind. Therefore, tier 1 intervention occurs within the classroom with student specific goals driven by the data. The goals and strategies are also discussed with the ENL teacher. Moreover, we use after school time to serve our students who need even more support. Based on how the students respond after 3-4 weeks to the initial strategies, students are placed in various after-school groups. Various interventions (reading rescue, guided reading, computer based programs, and others) are used to support the Tier 2 students. Lastly, for Tier 3 we pull out students using the ESL teacher. The ESL teacher's direct communication with the staff leads to the development of strategic goals that are based on data.

ELL students who are identified in grades K-2 as needing RTI are serviced by the RTI teachers and within small groups with their homeroom teacher. Students are also provided services by trained City Year providers who offer one-on-one and small group reading instruction. Students get a double-dose of Foundations (decoding/encoding words) 5X a week. The needs of each student is analyzed to then assist with the grouping of students for reading and math. The materials used for RTI are reading intervention programs with a focus on fluency. ELL strategies are woven into the lessons by providing students with frontloading, comprehensible input, building prior knowledge, providing realia, defining language and content objectives, as well as offer students multiple opportunities to use the new vocabulary. During these sessions, teachers will focus on the four modalities of language learning. All students are given a baseline test at the beginning of the year to provide data on student progress and identify possible students in need of Tier 1, 2, or 3.

For Tier 1 intervention all students receive high-quality instruction that is aligned with the core curriculum. Differentiation is considered for all students and intervention is then individualized based on student needs to design a preventative approach to not meeting the standards and a proactive approach towards meeting academic goals. All children are taught within the classroom in the least restrictive environment. All students are assessed periodically to identify and keep track of student needs, as well as modify instruction and determine how support can continue to be scaffolded. Data is used to not only drive instruction but to determine specific strengths and weaknesses of each child. Classroom lessons are taught as whole group, small group 3-5 students, paired groups, and individually. Teachers model and guide instruction, as well as differentiate and confer with all students. Strategy groups are also created to ensure all learners are able to learn.

For Tier 2 intervention, teachers create smaller (3-5 students), more strategic groups that meet with more frequency and intensity, as well as focus in on specific goals and strategies to ensure support for learning. These groups receive more small group frontloading sessions before whole group lessons to provide comprehensible input and improve CALPS within the classroom. City Year or an RTI or AIS provider either pushes in or provides services in small groups outside of the classroom based on student needs. Students meet for 6-8 weeks to provide intense support and meet short term goals discussed by the teacher and the provider. Student are also invited to PS 102's afterschool programs with City Year and Union Settlement (Photos and Me ELL program). Students are assessed at the beginning , middle, and end of this cycle.

For Tier 3 intervention, based on assessment data and teacher recommendations and the RTI team, students are supported individually and instruction is even more intense. Students meet with the AIS or RTI teacher (trained in RTI models of teaching) five times a week for 30 to 45 minutes for 15-20 weeks. Teachers assess students once or every two weeks or as needed to analyze the rate and level of student performance.

The school uses TCRWP running records to assess reading comprehension and levels 4 times a year, Fountas and Pinnell Reading and Writing assessments to assess reading comprehension and reading levels, as well as the Wilson Language Foundations Assessments to assess students' phonemic awareness, phonics skills, vocabulary, and fluency. Teachers also use teacher-created materials designed to assess student understanding and mastery of various lessons and units taught in English Language Arts and Mathematics. For ELLs, Periodic Assessments (2x a year) , the NYSELAT (in the Spring) , and the NYISTELL (upon entering as a new student at the beginning of the year) are also given to students.

The school will uses all of the data to identify and evaluate student needs and well as to create and differentiate student groupings in all Tier levels. The school then examines the student data to monitor student growth and analyze the needs of students by population and academic and grade levels to then consider teaching practices and curriculum.

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

When planning for new instruction, the Bilingual Progressions help the ENL teacher and the teachers identify the characteristics of the 5 proficiency levels of English Language Acquisition. It provides a profile of what supports and structures need to be in place in order to best support a child's academic and linguistic needs. It informs us as to which of the 5 levels (Entering, Emerging, Transitioning, Expanding and Commanding) have yet to meet linguistic standards, are approaching linguistic standards, and which have met linguistic standards.

Listening and Speaking skills are developed in grades K-2. Once students have achieved oral fluency, vocabulary development follows and grammar patterns are introduced. In grades 3-5, instruction is concentrated on reading/writing skills to improve student performance on the NYSESLAT

A student's new language development is considered in instructional decisions by fully integrating ENL instruction with all elements of a balanced literacy approach within the monolingual classroom so that ENL instruction is differentiated. Factors that determine differentiated instruction/targeted interventions include groupings based on proficiency level, language development level, extent of formal schooling and performance on the LSRW (listening, speaking, reading and writing) components of the NYSESLAT. Our freestanding ENL program also allows ELL students to fully participate in the content areas of Mathematics, Science and Social Studies. The ENL teacher, the Principal, and the Assistant Principal work collaboratively with content area teachers to support the development of ELL students' academic language in the content areas. Running records are used to monitor each student's reading progress. Content area lesson plans include activities and strategies that support the development of ELLs' academic language. Our school follows the Ready Gen curriculum calendar for reading and the TCRWP for writing.

In order to streamline ENL instruction with that of the monolingual classroom, the ENL curriculum is fully integrated with all elements of balanced literacy. Factors that determine differentiated instruction/targeted interventions include groupings based on proficiency level, language development level, extent of formal schooling and performance on the LSRW (listening, speaking, reading and writing) components of the NYSESLAT. Our freestanding ESL program also allows ELL students to fully participate in the content areas of Mathematics, Science and Social Studies. The ENL teacher, Principal and Assistant Principal work collaboratively with content area teachers to support the development of ELL students' academic language in the content areas. Running records are used to monitor each student's reading progress. Content area lesson plans include activities and strategies that support the development of ELLs' academic language. Our school follows the Teacher's College curriculum calendar.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the target language?
- b. What is the level of language proficiency in the target language for EPs?

c. How are EPs performing on State and other assessments?

N/A

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

The school evaluates success for our ENL program through a culmination of information previously discussed in this document. By collecting writing samples throughout the course of the school year, the ENL teacher is able to determine how each student is progressing and in what areas continue to have difficulties with. The teacher also uses ongoing assessments in all four modalities of language to evaluate success. The NYSESLAT along with ELA and Math results provide a snapshot of a child on that test day and are necessary assessment tools, we view the child's learning of the English language as fluid process where they need to improve each and every day.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.

At enrollment, a certified and trained pedagogue (M. Lehmann-Gonzalez, ENL teacher) meets with parents and students of first-time admits and conducts an informal oral interview in English and parent's native language. The Parent Coordinator M. Abraham also supports the ENL teacher with Spanish translations. The Home Language Identification Survey (in parent's preferred language) is administered during the time of registration by the the pedagogue in the parent's native language and reviewed to determine if a language other than English is spoken at home. If the language code on the HLIS is anything other than English, the NYISTELL is administered within ten school days of initial enrollment to determine proficiency and eligibility. The Parent Coordinator assists with the translation of all interviews conducted in Spanish. The administration of the Spanish Lab is administered for Spanish speaking ELLs.

All identified ELLs take the NYSESLAT in the spring of each year. Testing dates are scheduled in advanced and parents and classroom teachers are notified in writing. The ESL teacher coordinate and administer the test under the supervision of the Assistant Principal. Parents receive results of the NYSESLAT and information regarding program eligibility for the new school year. This information is given in the form of the Continued Entitlement Letter which informs parents of continued services. Based on the previous year's NYSESLAT results it is determined how many hours of service each ESL students receives.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

During registration, the ENL teacher (M. Lehmann-Gonzalez) and Parent Coordinator (M. Abraham)/School Secretary (Marchani) are present to assist with the Home Language Survey. According to the responses to these questions, it is determined if the student meets the criteria for a Student with Interrupted Formal Education. The student is then given the SIFE Oral Interview questionnaire downloaded from the NYCDOE website by the ENL teacher. This questionnaire includes a series of questions that inquire about the student's family, home and linguistic background, educational background and institutions attended, as well as literacy experiences and skills. If the parent for students whose Home Language is identified as Spanish, Bengali, Arabic, Chinese, Haitian Creole or other, the Literacy Evaluation for Newcomers is administered. For translations needed in a language other than Spanish, the school calls the NYC Translation Unit for support over the phone.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to *ELL Policy and Reference Guide, ELL Identification* section).

Students with IEPs are identified with the support of the IEP team. Newly enrolled students with IEPs are identified by giving the Home Language Survey during registration and a determination of whether the child should be identified as an ELL is made. The child is interviewed with the parent and if an interpreter is needed, one is provided in person for Spanish speakers. For parents who speak a language other than Spanish, the NYC DOE Translations unit is called for an over-the-phone translator. The ENL checks the names of all IEP students to see if any students are also ELLs. When the ENL teacher receives her list of ELLs with continuing services or new admits, including transfers, she reviews the names of students once again and cross checks them to see if any child is documented as having an IEP. The team then determines whether or not the child should take the NYISTELL and what modifications, if any, that child is

entitled during examinations. This is completed within the first 10 days of enrollment. The LPT members are M. Lehmann Gonzalez, ENL teacher, the Assistant Principal, G. Ross, the Parent Coordinator, M. Abraham, the speech teacher C. Calo, and the Literacy Coach M. Guitierrez.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
We ensure that Entitlement letters are distributed by working together with classroom teachers, who might have a closer relationship with the student's family. The ENL teacher checks with the classroom teacher daily for the return receipt, which is added on as an attachment to the Entitlement letter, if the student has not brought back the return receipt a subsequent letter is sent home until a return receipt is provided to the ENL teacher. The ENL teacher and the Parent Coordinator follow up with parents who have not returned the proper documents through phone calls, if the phone calls do not work, the ENL teacher stays with the student at dismissal and attempts to see the parent and gather the proper documentation. Additional copies of the letters are sent home in the parents preferred language of communication which is downloaded from the NYC DOE websites located in the Special Populations section under ELLs.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).
During Parent Orientation and in writing, parents are informed by the ENL teacher M. Lehmann-Gonzalez and the Parent Coordinator M. Abraham of their right to appeal ELL status within 45 days of enrollment. If it is believed by the teaching staff (with student work that suggests an error) that the child was in fact misidentified as an ELL, the school will contact the family about a possible error in identification and the need for a review.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
During the Parent Orientation or one-on-one meeting with parents, the three program choices are explained in detail by the ENL teacher M. Lehmann-Gonzalez and the Parent Coordinator M. Abraham. The parent orientation video also describes the three programs in detail. The video is shown in the parent's preferred language. There are also personal laptops available for parents who speak a language other than English. The ENL teacher also explains her ENL stand-alone program in the school. Parents are encouraged to contact the Principal, Assistant Principal, Parent Coordinator, and ESL teacher with any further questions or concerns.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.
The ESL teacher, Parent Coordinator, and classroom teachers work collaboratively to contact parents in person during drop-off and dismissal, through phone calls, and through school letters in order to ensure parents attend the Parent Orientation or one-on-one meetings for the completion of Parent Surveys and Parent Selection forms during this meeting time.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
The school will continue to contact parents until a parent comes to the school for their parent orientation. The ESL teacher, Parent Coordinator, and classroom teachers work collaboratively to contact parents in person during drop-off and dismissal, through phone calls, and through school letters in order to ensure parents attend the Parent Orientation or one-on-one meetings for the completion of Parent Surveys and Parent Selection forms during this meeting time.
9. Describe how your school ensures that placement parent notification letters are distributed.
Parent Notification letters are distributed by the ESL teacher to the students who bring their letters home. Letters are also mailed to the home of the parents.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
The school secretary retains the HLIS documentation in each student's personal school file. The ESL teacher retains the non-entitlement and entitlement letters in a secure location in her office/classroom.
11. 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.
In order to administer all sections of the NYSESLAT, the ENL teacher, the Assistant Principal, and the school secretary create a testing schedule and notify teachers of those students who will be tested. A table of all students is created that identifies their current ELL levels, their home language, their classrooms, their grade, and any testing modifications needed for ELLs with IEPs.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Continued Entitlement and transitional support parent notification letters are distributed by the ESL teacher to the students who bring their letters home. Letters are also mailed to the home of the parents.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

The trend in program choices that parents have requested are to remain in the ENL freestanding program offered at PS 7.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.
 1. ENL instruction is delivered through both Stand Alone and Integrated ENL models.

Entering and Emerging level students receive 360 minutes of services or 8 periods a week of ENL instruction, while Transitioning and Expanding receive 180 minutes per week or 4 periods of service. The levels of these students is determined by the NYSITELL and/or NYSESLAT. For Commanding students, 90 minutes or 2 periods a week of an integrated model is provided. Students are grouped by ENL level and by grade level. The ENL teacher holds a dual certification in Elementary Education k-6 common branch and in ENL and is therefore able to provide Stand Alone-Integrated services to support the ELA/Math content areas in a small group setting. There are both homogeneous and heterogeneous groups in the both the Stand-Alone and Integrated models. All lessons are differentiated to support all learners.
 - b. TBE program. *If applicable.*

Paste response to questions here:
 - c. DL program. *If applicable.*

Paste response to questions here:
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

In order to ensure that students receive the mandated number of instructional minutes of ENL, the ENL teacher along with the Principal, analyze the needs of the various subgroups and schedule the ENL program accordingly. In our ENL program in grades K-8, the Entering and Emerging ELLs receive 360 minutes of ENL instruction per week, 180 minutes of the 360 minutes is Integrated ENL. Transitioning and Expanding students in grades K-8 receive 180 minutes weekly, 90 minutes of the 180 minutes is Integrated ENL. Commanding students receive 90 minutes a week of additional services based on their progress and ongoing communication with their teachers.
3. Describe how core content is delivered in each program model. 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.

Explicit ENL instruction incorporates thematic-based units with language and behavioral objectives for each lesson which are aligned with the New York State learning Standards for English as a New Language. English language skills are embedded within the content area lessons. Skills-based instruction, including grammar and spelling, supplements each lesson. Students are asked to know the slight differences between content area vocabulary by justifying their responses. Students extrapolate knowledge in content areas through verbal and visual cues. In literacy, students must support their reasoning in essays. Students must also apply cross-content knowledge in their content areas (knowing the names and locations of the continents from Social Studies and applying that knowledge when learning about plate tectonics in Science) Throughout the grades, the units of study are aligned with regular classroom instruction. Writing instruction focuses on connecting activities with the various cultural and personal experiences of our students. For more advanced students, we utilize stories with more complex vocabulary for reading and writing responses, provide guided group work and work on more advanced literacy skills. Students use listening centers in their classrooms and work in small groups to expedite the language learning process.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

Spanish speaking ELLs are given the Spanish LAB and the results are given to classroom teachers to aid with instruction. Students who cannot yet write in English are asked to write in their home language while other students are writing in English. We will ensure that ELLs are appropriately evaluated in their home language throughout the year by conferring with teachers, students, and families to determine the best language for assessments. The ENL teacher and the Assistant Principal will collaborate with classroom teachers to ensure that students are provided with the assessments that best meet students' needs.

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

Students are given teacher created assessments at least once a month that are in a format similar to the NYSESLAT. These assessments evaluate the each student's reading, writing, speaking and listening and decisions about instruction and groupings are made based on the results.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

A. SIFE students: These students would receive the mandated 360 minutes per week of ESL instruction. They would also participate in our ENL extended day program, participate in small group instruction, as well as receive intervention services (AIS) using both Stand-Alone and Integrated ENL models.

B. Newcomers-ENLs in US schools less than three years:

These students are scheduled for 360 minutes per week of ENL. They participate in our extended day ENL program, Title III programs after school, and in summer enrichment programs. Within the mainstream classroom, small group instruction with language support is provided. These students are invited to participate in our Title III programs after school. They are also invited to participate in our after school school programs in the arts (dance, theater, music) helps to enrich vocabulary and develop cultural awareness.

C. Developing ELLs:

This group of ELLs participate in our extended day program, Title III programs after school. They also receive AIS services and instruction with levels of support as determined by predictive and standardized assessments results. Participation in a variety of enrichment activities provides opportunities for vocabulary development. A majority of these students have difficulties with reading and writing and also have IEPs.

D. Long Term ELLs:

Long term ELLs participate in our extended day program, Title III programs after school. They also receive AIS services and instruction with levels of support as determined by predictive and standardized assessments results. Participation in a variety of enrichment activities provides opportunities for vocabulary development. A majority of these students have difficulties with reading and writing and also have IEPs. Long Term ELLs are provided with academic intervention services from our ENL teacher, RTI teachers, and AIS teachers in both push-in and pull-out models. The ENL teacher collaborates with the classroom teachers to discuss and plan small group instruction in their areas of deficiency in the four modalities of language acquisition.

E. Former ELLs:

Former ELLs are provided with additional support in ELA and the Content Areas. The ENL teacher conferences with and monitors the movement of Former ELLs and remains in communication with the ELA teacher to support students. Testing accommodations for exams are also considered and provided. The ENL teacher ensures that the classroom teacher of the former ELL student is made aware of that student's new designation. Former ELLs are entitled to 90 minutes of instruction per week. Teachers are also informed that these students are to receive "time and a half" on each test that they take for the next two years after they have scored proficient on the NYSESLAT.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

A team of educators will analyze all ELLs or NonELLs that have been designated as re-identified at the conclusion of the 6-12 month window. The team will look at and discuss work samples, progress reports, report card grades, student portfolios, and teacher feedback to determine if the student's academic progress has not been adversely affected.

Chart 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?

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

To ensure ELLs with disabilities are serviced in the least restrictive environment, all self-contained and mainstream classrooms with students with IEPs follow the common core standards to design curriculum with ENL strategies and differentiation for all ELLs. All students participate in the general education ELA programs. All pull-out support is designed by reading level and NYSESLAT level, regardless of IEP status, however IEP goals are followed and modifications and supports for ELLs are implemented and modified as needed.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note "other approved services" does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

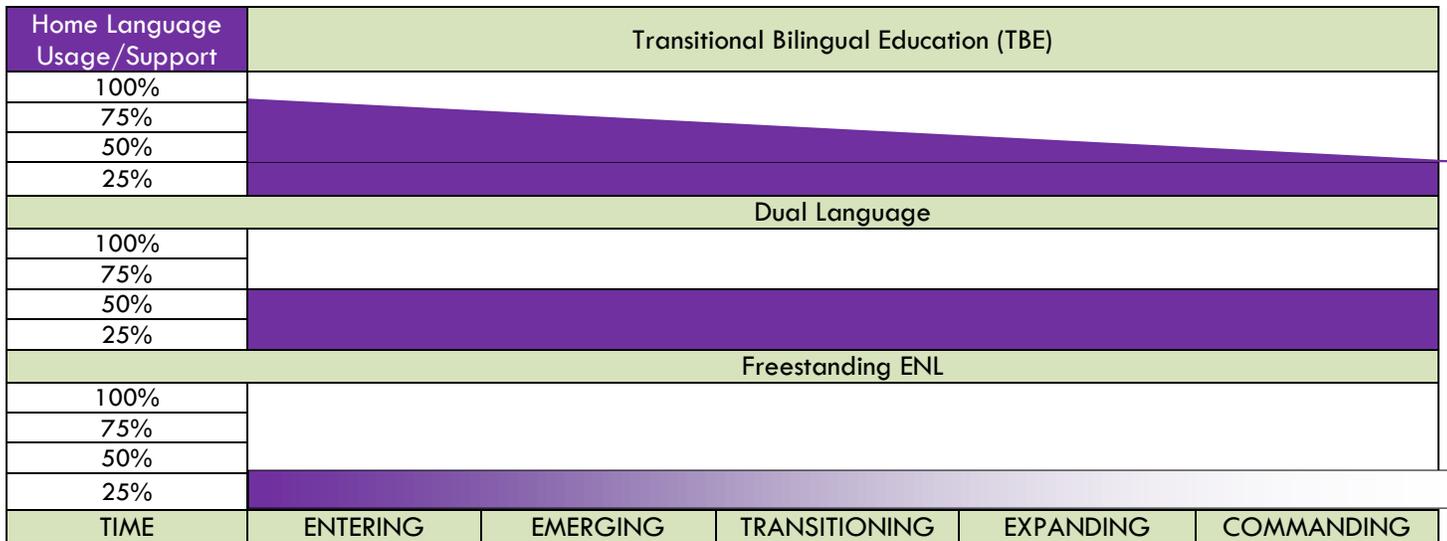


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

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

In order to streamline ENL instruction with that of the monolingual classroom, the ENL curriculum is fully integrated with all elements of balanced literacy. Factors that determine differentiated instruction/targeted interventions include groupings based on proficiency level, language development level, extent of formal schooling and performance on the LSRW (listening, speaking, reading and writing) components of the NYSESLAT. Our freestanding ENL program also allows ELL students to fully participate in the content areas of Mathematics, Science and Social Studies. The ENL teacher, Principal and Assistant Principal work collaboratively with content area teachers to support the development of ELL students' academic language in the content areas. Running records are used to monitor each students' reading progress. Content area lesson plans include activities and strategies that support the development of ELL students' academic language. Our school follows the TCRWP unit of study calendar in both Reading and Writing.

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

Currently the needs of ELLs in the ENL program are being met through curriculum planning for ELLs through the content areas and English Language Arts programs, as well as using proficiency goals for students across all English language proficiency levels in Entering, Emerging, Transitioning, Expanding, and Commanding levels as a guide to push language acquisition and academic progress. All students receive challenging grade level content instruction that is differentiated and scaffolded for the development of language skills in English. Literacy in L1 is also encouraged to promote the growth of second language acquisition.

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

The school is using the Reading Partners Americorps reading program as a reading intervention for students who are below grade level reading. The school has purchased a researched based afterschool ENL program called Photos and Me. This program builds oral language for ENL students in the second grade.

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

No programs are being discontinued.

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

ELL students participate in two Saturday Academy programs. One offers supplemental ELA and Math instruction and the other is an ESL Saturday Enrichment program. ELL students in need of AIS services participate in our extended day program. Fourth through eighth grade ELL students, along with their monolingual peers, participate in an arts oriented after school program sponsored by the 21st Century Program. Students can choose to participate in musical theater, dance, digital photography/poetry, yoga and martial arts. Depending on their choice of club students meet once or twice a week. Students also have the opportunity to participate in sports related activities such as flag football, soccer, volleyball, basketball and softball. Flyers and permission slips are made in English as well as Spanish.

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

ELL students in grades one through eight participate in an after school ELL enrichment program twice a week. Students in 1st through 4th grade use innovative, interesting and fun software that can be fully customized to individual student needs. Lessons include phonics and reading comprehension. Students in 5th through 8th grade use software that will allow them to apply experience and context to generate meanings for unfamiliar words and to more accurately define known words. Newcomers will use software that contain multi-level stories that teach reading comprehension. These open-ended programs are bilingual, allowing the students to shift language to aid comprehension. This software is titled, "MiddleWare Software from Optimum Resource." The reading comprehension genres are; Geography, History, Sports, Science, and Famous People. There are also discs that focus on phonics, spelling, and vocabulary development.

Other instructional materials include the Wilson Reading Program and The TCRWP for reading and writing.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

For native language support students use bilingual glossaries, a native language library in the ENL classroom. Newcomers are encouraged to write in their native language. In the ENL program model, home language support is achieved through utilizing parental support for continuing literacy experiences at home in the child's native language. Workshops are given to parents to inform and educate them about how they can support their children through literacy. Literacy and Math workshops are also held

with parents and children together to provide opportunities to have shared literacy and math experiences in a fun and guided environment. Native language support is also provided through cultural awareness and experiences in the school by holding school-wide cultural events where everyone is welcome to participate. The school also provides bilingual books in Spanish and English, as well as books in Spanish. For students whose Native Language is not Spanish, students are invited to create bilingual books in their home language and English, as well as write oral stories in their home language.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Required resources support and research correspond with to ELLs' age and grade level. The texts include grade level content and correspond with the students' reading levels
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
Our newly enrolled ELLs are usually kindergarten students. The remainder of the ELLs are continuing ELL instruction. There is no program for transfer students from other schools, or for K students (K-5 school).
19. What language electives are offered to ELLs?
No language electives are offered at our school.
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

The ENL teacher attends professional development held within our school's network. In addition, the teacher also attends calendar days at Teacher's College on the topic of ELLs. PD for all ELL personnel at PS 7 involves outside and in-school PD with TC writing Conference Days, Feedback and workshops given by the staff. Workshops analyze strategies for ELLs that are specifically designed to demonstrate how teachers can support ELLs by embedding strategies and scaffolding student learning within any lesson. On Mondays after the school day, the staff meets for staff meetings and professional development. Small group ELL support is also demonstrated by the literacy coach Martha Gutierrez and ENL teacher M. Lehmann-Gonzalez. The Principal Dr. Harvey and the Assistant Principal Mr. Ross lead the meetings for the first half of the scheduled time, then teachers break up into smaller PD groups.

Professional Development Dates Include:

 - Parent Orientation for ELLs 9/29/15
 - Parent Workshops for ELLs and RTI 1/6/2016
 - Staff Workshop for ELLs and RTI 1/11/2016
 - Parent Workshop for ELLs and literacy support 1/25/16
 - Staff Workshop for ELLs and literacy goals and strategies/Common Core 2/1/16
 - Parent Workshop for ELLs and Math games 2/10/16
 - Staff Workshop for ELLs and the content areas of Mathematics, Science, and Social Studies 2/22/15
 - Staff Workshop for ELLs with Learning Disabilities 2/29/16
 - Staff Workshop for ELLs and the Arts 3/7/16
 - Parent Workshop for understanding the NYSESLAT 3/9/16
 - Staff Workshop for ELLs -NYSESLAT 3/21/16
 - Staff Workshop for ELLs-NYSESLAT Reflections 5/16/16
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

For teachers of ELLs and the ENL teacher, professional development is offered within PS7 using the professional development plan and attended by or led by faculty members. The Common Core Learning Standards and the Bilingual Education CCLS are discussed and used for curriculum planning. The Literacy Coach, school leaders, and teachers meet weekly to discuss instruction, design curriculum aligned to CCLS. The staff develops plans to include all learners and differentiated approaches to help students meet the standards and challenging content. The ENL teacher attends borough and districtwide professional development. On Mondays and Tuesdays the PS 7 has staff meetings and staff development. Throughout the week grade level meetings are held and teachers meet to discuss student progress, professional development, curriculum plan, and analyze assessments and student progress.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

The Guidance Counselor holds grade level meetings with 5th and 8th grade teachers to explain and discuss the application process. Promotion requirements are discussed and plans are developed to assist ELL students meet promotion criteria. The guidance counselor and her staff also meets with each student individually to discuss their future middle school or high school options.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

Professional development for all staff members is facilitated by our ENL teacher. Workshops focus on identification of ELL's, second language acquisition, assessing the needs of newcomers, parental involvement, developing academic language through the content areas, and tips to make lessons more comprehensible for all learners. These workshops are presented during staff development days and/or during the monthly staff meetings. All classroom teachers, paraprofessionals, School Based Support Staff, service providers and parent coordinator attend these meetings. In addition, professional development facilitated by our Network's ELL Specialist. At the beginning of the school year, the Principal meets with the Network's Specialist to plan and coordinate activities for the general staff as well as specific activities for our ENL Teacher. Workshops include topics such as: Using Data to Drive Instruction, Developing Academic

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

The classroom teachers and the ENL teacher officially meet 4x a year to discuss student progress before report cards. Student progress is also discussed regularly as needed and during professional development. The ENL teacher and the Parent-Coordinator will work together throughout the year to hold parent workshops to discuss the goals of the program, language development support, and language assessments. During Parent-Teacher night the ENL teacher also meets with parents of ELLs to discuss goals, language development, assessments results, and overall progress. The ENL teacher schedules an interpreter to be present in person or via phone to assist in translation. Academic and cultural events also provide opportunities for parents of ELLs to interact with the school community, as well as provide an informal setting for discussing ELL goals and support for families. All school based functions have translation services available to families.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to ELL Policy Reference Guide, Parent Selection and Program Placement section.

Our school keeps records of parent participation and outreach by using sign-in sheets for events and reservations made for invitations sent home for events. The parent-coordinator and school secretary also track parent participation and outreach in order to develop better outreach and services for parents to participate in meetings and continue support for parents.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

Parents are a priority at our school we have many school wide activities such as: Bring your Dad to school day, Multicultural Night, Several musical performances, Education Through Music concerts, Family Math Night, Poetry Night and an Art Show. Parents also attend soccer and volleyball tournaments and basketball games.

This year the parent coordinator will remind ELL parents that there is a DOE website and the school's website that offers information pertaining to their child's education and to keep them informed about up-coming events. For example, there is a flyer (in 7 different languages) about curriculum night and Parent-Teacher Nights which the parent coordinator distributes to all parents, including parents of ELLs.

The parent coordinator has an Open Door Policy where forms, surveys, and letters can be dropped off. She uses her own parent survey form to determine the optimal time for meetings, and which day of the week parents are available, and which are more convenient. Her survey form asks parents to list their hobbies and interests, and to let her know what questions or information are needed. She then develops workshops that reflect the results of this survey

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

When appropriate, we contact Community Based Organizations, such as I Have A Dream, Edible Schoolyards, The Boys Club of New York, Urban Dove to assist us with workshops or specific services requested by parents.

5. How do you evaluate the needs of the parents?

At the beginning of the school year the school sends a Parent Survey to help us evaluate the needs of our parents and what services we can provide or plan for at the school level. Results of the survey are reviewed and an action plan is developed.

6. How do your parental involvement activities address the needs of the parents?

Results of the most recent surveys indicate a need to provide workshops/activities such as: understanding grade level literacy and math curriculum, health (asthma, nutrition), ENL classes for parents, understanding the articulation process to middle/high school, as well as understanding the NYSELAT, ELA and Math State assessments.

D. Additional Information

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

Paste response here:

Part VI: LAP Assurances

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dr. J. Harvey	Principal		12/22/15
Mr. G. Ross	Assistant Principal		12/22/15
M. Abraham	Parent Coordinator		12/22/15
M. Lehmann-Gonzalez	ENL/Bilingual Teacher		12/22/15
G. Moore	Parent		12/22/15
M. Guittierez	Teacher/Subject Area		12/22/15
M. Helt	Teacher/Subject Area		12/22/15
M. Guittierez	Coach		12/22/15
	Coach		12/22/15
D. Lee	School Counselor		12/22/15
A. Estrella	Superintendent		12/22/15
F. Castro	Borough Field Support Center Staff Member _____		12/22/15
	Other _____		
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **04M007** School Name: **PS 7**
Superintendent: **A. Estrella**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

During registration to PS 7, parents fill out the Home Language Survey. The ENL teacher/coordinator, the school secretary, and the Parent Coordinator work collaboratively to interview parents and students. The ENL teacher gets support from the PC and secretary for translation in Spanish. For families that speak a language other than English or Spanish, a HLS is completed in that person's language and a translator is made available through the DOE's Translation services. The list for available languages for assistance is posted in the main office, the parent-teacher room, and the Parent Coordinator's desk. During this time an informal screening is conducted to ensure that the information written on the survey is an accurate representation of the parent and the student. This information is then recorded into ATS by the pupil accounting secretary.

Data collection for language preferences are collected through HILS, ATS Reports, emergency/blue contact cards, teacher surveys, and class data. The ENL teacher, Parent Coordinator, and school secretary review the language preferences with the assistant principal and inform the principal and staff of multiple languages spoken within the community. Staff is aware that written copies of parent preferred languages and verbal translations can be obtained.

Blue Emergency Contact cards, parent surveys, and parent notices are all translated in the home language of the parent.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Our findings indicate that our parents need oral and written information in Spanish. These findings were taken from written and oral communications from the school in both English and Spanish for the benefit of all of our families. For families that require translated resources in limited numbers, we provide all translated DOE documents to families that prefer a language other than Spanish. Preferred languages in both written and oral communication are primarily Spanish. Arabic and Bengali are two other languages that are of preferred choices as well. Many parents prefer to have both their home language and English written communication sent home.

The Translation and Interpretation Unit is used to assist us whenever possible. The administrative staff use telephone translation services as needed and/or requested by parents in need of such services. Translation services are also rendered from the DOE vendors.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Parent Handbooks and School Safety information are distributed during the beginning of the school year. Parent newsletters and calendars are distributed on a monthly basis. Announcements for school-wide events, PTA meetings, parental workshops, and school information regarding testing or upcoming activities are distributed throughout the year as needed.

Entitlement letters are distributed in September to all students who were administered the NYSITELL and the NYSESLAT. Translated versions of these letters are accessed on the DOE website. The school sends out monthly calendars to all parents. A two sided calendar with English and Spanish is distributed. The school has not translated these calendars in Arabic or Bengali in the past because parents have not requested this in the past since English was also a written preference choice. This year, the school plans to contact these parents to determine if parents would like the monthly school calendars translated. Google Translations would be used for this purpose and parent volunteers would also be asked to support this effort. For NYCDOE official documents, the NYCDOE website would be used to download parent notifications to send to parents. The School plans to submit translation requests two weeks before the school's scheduled events. Documents in Spanish are translated by the school secretary and for parents who prefer Arabic or Bengali, the school will have these documents translated by the DOE Translation and Interpretations Unit. In late January the school will be hosting an Antibully workshop and a 6-8 week Healthy Eating Workshop hosted by Cornell University and will submit any requests for translations two weeks before.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Typically the formal face-to-face meetings our school will have include:

Curriculum Night

Parent-Teacher Conferences

Parent Orientation for ELLs

PTA meetings

Test Orientation

Middle School Orientation

Multicultural Nights

Parent Workshops

Parent-Teacher Meetings

IEP meetings

Parent Meetings

Phone-based meetings for parent outreach about the curriculum, school functions, and standardized tests, as well as important dates and deadlines

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

The school currently provides written translation services for all letters sent home and will continue to make available translated versions of report cards that are received by students. The school secretary, in consultation with the Principal and Parent Coordinator, will translate letters home into Spanish that announce important events or policies. A schedule of when school notices are submitted are recorded on a calendar by the Principal and the Assistant Principal who ensure that notices are scheduled to be completed two weeks before its submission. The Parent Coordinator issues monthly school event calendars and newsletters that in both English and Spanish. These resources are also translated within the school. A roster of the names of the Spanish bilingual staff include M. Abraham, M. Guitierrez, Ms. Marchani, and M. Lehmann-Gonzalez. The Translation and Interpretations Unit's intranet site will also be used as a resource for various templates available in translation, such as school holidays, parent-teacher conferences, and other DOE notices. If a parent request a translator for parent-teacher conferences, arrangements will be made with translation vendors at least two weeks in advance.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

The school secretary and Parent Coordinator are proficient in English and Spanish and provide assistance in communicating with the parents and families. The PTA also offers parents assistance in both Spanish and English. The school also has a number of teachers who speak Spanish that volunteer to translate as needed. The administrative staff uses telephone translation services as needed and requested by parents in need of such services. Signs when entering the school inform parents that translation services are available

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

School staff is notified of translation services and over-the-phone interpretation services and resources available to support families with translation and access needs in the fall of the school year. These resources will be disseminated during a staff meeting and provided in writing as a reference for staff to access on an as needed basis.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

A welcome poster posts information to parents and families on how to obtain translation or interpretation services. At the beginning of the school year, we will send a letter home in English and Spanish to families detailing the rights of families to information released by the school. For additional outreach, parents of newly arrived students will be invited to events in the fall that will outline their rights for translation and interpretation services and the relevant contact information for the school and regional and city contacts for such services. The school will distribute the Bill of Parent Rights and Responsibilities in the home language of the families to review and retain for future need. We will also obtain in Spanish and other languages as needed the appropriate forms for families to comply with CR A-663 in the areas of centrally produced documents or student specific documents.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Our Language Access Coordinator turn-keys all information and procedures that need to be followed during monthly staff meetings. Brochures and other pertinent information are distributed and discussed. Updates to any information are given via email, school memorandums and/or discussed during future professional developments. During Parent Workshops and meetings, parents will be given a parent feedback sheet to collect information about the school's quality and availability of translation services. Parents will also be interviewed during dismissal and drop-off in the middle and ending of the school year to gather information from parents who may not attend these workshops.