

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

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

**24Q007**

**School Name:**

**P.S. 007 LOUIS F. SIMEONE**

**Principal:**

**SARA TUCCI**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Louis F. Simeone School Number (DBN): 24Q007  
Grades Served: Kindergarten – 3<sup>rd</sup> Grade  
School Address: 80-55 Cornish Avenue, Elmhurst, New York 11373  
Phone Number: 718-326-0272 Fax: 718-397-7906  
School Contact Person: Sara Tucci Email Address: stucci@schools.nyc.gov  
Principal: Sara Tucci  
UFT Chapter Leader: Fredda Pichardo  
Parents' Association President: Sol Concepcion  
SLT Chairperson: Madalena Causi  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Jennifer Yee  
Student Representative(s):

**District Information**

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

**Borough Field Support Center (BFSC)**

BFSC: Queens North Director: Lawrence Pendergrast  
Director's Office Address: 28-11 Queens Plaza North, Long Island City, NY 11101  
Director's Email Address: LPender@schools.nyc.gov  
Phone Number: 718-828-5488 Fax:

## 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)
Sara Tucci	*Principal or Designee	
Fredda Pichardo	*UFT Chapter Leader or Designee	
Sol Concepcion	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Jennifer Yee	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	
Madalena Causi	Member/SLT Chairperson/ 2nd and 3rd Grade Teacher	
Linda Romay-Bolger	Member/SLT Secretary/Kindergarten 1st Gr.Teacher	
Naomi Landau	Member/ AP	
Irmgard Burns	Member/ Cluster Teacher, AIS Representative	
Erika Liriano	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	ENL Representative	
Serena Ng	Member/Parent/	
Cristina Rivera	Member/Parent	
Julianna Lieu	Member/Parent	
Kathy Bueno	Member/Parent	
Paresh Dhar	Member/Parent	
Sidra Tul Muntaha	Member/Parent	
Myung Sook Yu	Member/Parent	

### 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.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
<b>Supportive Environment:</b> 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.

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

The Louis F. Simeone School 7Q is a barrier free school located in the Elmhurst section of Queens, New York. Our building opened in 1994 and provides a child-centered, stimulating learning environment for approximately 1019 students in grades Kindergarten through third. Due to overcrowding, as of September 2003, our fourth and fifth grade students moved to the 51<sup>st</sup> Avenue Academy. In September 2004, the Academy became a separate and independent entity, P.S. 877Q.

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

Our student population consists largely of English Language Learners. Many of our students and their families are new to the country and are in need of assistance to acclimate themselves not just into a new educational system, but within a new society and culture.

To help ease this transition and welcome families from different backgrounds into our nation and community our school offers various forms of the required ENL services for students who are in need of language instruction. Our school offers English through the use of Dual Language, Self Contained and free standing ENL classes. All modalities of language (speaking, listening, reading and writing) are focused upon during literacy instruction as well as during content area learning. After school and Saturday programs are given to further help students grasp the language and gain academic and social skills.

The administration and staff at P.S. 7Q is committed to ensure all students achieve. To this end we aim to support the ELL families in our school with the social and academic aspects of their lives. P.S. 7 strives to improve communication with all families especially those of our ELL students. We offer ENL classes to parents in an effort to help our constituent families learn the new language they are immersed in. These classes also help families assimilate into the cultural aspects of their surroundings. Translation services allow new immigrant families to participate in their children's education through active participation in parent, teacher, staff meetings as well as keeping families informed of upcoming events with written correspondence in their native language. These services are provided by both the NYCDOE and the staff at P.S.7Q.

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

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

## 24Q007 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	0K,01, 02,03	Total Enrollment	1044	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	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	80.1%	% Attendance Rate			95.8%
% Free Lunch	82.3%	% Reduced Lunch			6.9%
% Limited English Proficient	55.3%	% Students with Disabilities			12.9%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American			1.1%
% Hispanic or Latino	35.8%	% Asian or Native Hawaiian/Pacific Islander			61.0%
% White	1.6%	% Multi-Racial			0.2%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	9.34	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			3
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)			7.7
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
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					
<b>Accountability Status – Elementary and Middle Schools</b>					
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	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	YES				
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	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
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	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				
<b>Accountability Status – High Schools</b>					
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.

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

**Part 2 – Annual Goal**

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 (100%) will continue receiving individualized feedback and differentiated professional development through a cycle of observations using the Charlotte Danielson Framework for Teaching . A rating of HEDI for 8 Components will be given. (1a, 1e, 2a, 2d, 3b, 3c, 3d, 4e)

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>The principal, and assistant principals will conduct either one formal and three mini-observations, six mini-observations or four mini-observations (depending on the teachers evaluation option</p>	<p>All Teachers</p>	<p>September – June</p>	<p>Principal and Assistant Principals</p>

<p>choice) per teacher throughout the school year using the Framework for Teaching (Charlotte Danielson’s rubrics) to provide feedback and support to all teachers. Upon completion of each observation the principal and/or assistant principal conducting the observation, will provide timely feedback concerning strengths as well as areas of improvement in an effort to support teachers as they drive instruction in the classroom. As a result of these mini- observations and feedback, teachers will have the opportunity to participate in differentiated professional development to improve their teaching practices based on these supervisory reports. Teachers will be able to choose their own areas of interest to improve upon when participating in on Mondays and Tuesdays cycles of inquiry (math, literacy, ENL and technology workshops) during cycles of learning, teacher collaboration, cycles of inquiry time as well as attendance of Teachers College or Go Math workshops.</p>			
<p>Teachers will have the opportunity to receive ongoing training to help them develop a better understanding of the Framework for Teaching ( Charlotte Danielson’s rubrics) and how it will be used to enhance classroom learning for our students. Teachers will also gain a deeper knowledge of how to use questioning and higher order reasoning strategies in order to improve students’ critical thinking skills. This training takes place during DOE professional development days and weekly Monday – Tuesday cycles of learning and cycles of inquiry, teacher collaboration.</p>	All Teachers	September - June	Principal, Assistant Principals and Coach
<p>Teachers will set individual, professional goals in order to enhance their knowledge in the units of study and teaching skills. Teachers’ professional goals as well as observation reports will be used to plan for professional development.</p>	All Teachers	September - June	Principal, Assistant Principals, Coach and all Teachers

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> 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>The principal and assistant principals will conduct a series of ongoing observations throughout the school year using the <i>Charlotte Danielson Framework for Teaching and Advance</i>.</p> <p>Our principal and assistant principals along with the staff developer will provide all teachers with professional development regarding the use of the <i>Charlotte Danielson framework for Teaching</i> rubric and Advance evaluation system so that teachers will gain a deeper understanding of its evaluative purposes and teacher expectations.</p> <p>Our principal and assistant principals will conduct ongoing observations and provide timely feedback to all teachers. Along with our staff developer, they will provide one-on-one and small group support to our teachers. Teachers will also provide support to other teachers through inter and intra-visitation.</p> <p>Teachers will set their own individual professional goals which are then submitted to the principal.</p>
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>

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

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> 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>The principal and assistant principals have analyzed data gathered during formal and mini-observations in conjunction with the Charlotte Danielson Framework for Teaching rubrics to rate teacher and lesson effectiveness as evidenced by supervisory feedback as observations have been conducted up to this point. 75% of all staff observations are completed. Professional development regarding The Charlotte Danielson Framework for Teaching and the Advanced Education System has been and will continue to be provided to all teachers throughout the school year as evidenced by PD agendas and attendance. In addition, individualized feedback is given to each teacher during the post observation interview to provide positive reinforcement as well as guidance pertaining to best teaching practices. Such feedback has proven to aid in teacher growth as evidenced through subsequent observations and walk throughs. June HEDI scores, as well as teacher progress ratings will be submitted by the principal.</p>
<p><b>Part 5b.</b> In <b>February 2016</b>, 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.

Although the results of the 2014 – 2015 NYS Math Test indicate the majority of our 3<sup>rd</sup> grade students perform at levels 3 and 4, there continues to be a need for differentiated and individualized instruction with a strong focus on problem solving and mathematical reasoning skills. In an effort to improve understanding and performance in these areas, that will be built upon as student’s progress from second into third grade, our math coach will plan professional development towards increasing these skills as teachers plan instruction to better guide students towards proficiency in these areas.

### 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, 55% of all students K – 3, will continue improving their problem solving skills by one benchmark level in math as demonstrated by growth from a baseline assessment to a Common Core aligned math performance task.

### Part 3 – Action Plan

<b>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:</b>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
<ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</b></li> </ul>			
Teachers will use the Mathematical Read Alouds, Shared Reading and Shared Writing as well as the Go Math Program to create lessons and differentiated instruction in order to ready students for the CCLS aligned assessment tasks and New York State Math	All K – 3 <sup>rd</sup> Grade Students	September - June	Coach Teachers

Exam in grade 3. Teachers will assess students' progress preceding the administration of these tasks using a baseline assessment and plan instruction accordingly in an effort to ensure high levels of task performance by our students.			
Based on teacher conference notes and recommendations, students in need of further instructional assistance will participate in the math after school program. This program will work to reinforce the problem solving skills needed to succeed on the CCLS assessment/task and NYS math exam. In addition, students and teachers will engage in various math based cycles of inquiry in an effort to meet individual needs and increase student performance.	All K – 3 <sup>rd</sup> Grade Students	September - June	Assistant Principal  Teachers
Classroom libraries will continue to be increased to support math competencies. In this way, students will have access to more math based materials. As students read more of this type of information on their own (during the readers and math workshops as well as at home with their families) they will have the opportunity to perform and use the skills learned in the classroom for a variety of reasons and to generate their own tasks/projects.	All K – 3 <sup>rd</sup> Grade Students	September - June	Principal, Assistant Principals, Coach and Purchasing Secretary
Students in all grades will be assessed in three Common Core Math Tasks. The assessments as well as students' results will be documented and placed in pupil portfolios. Results of the CCLS aligned math baselines and tasks will be analyzed by the data specialist as well as the assistant principal to determine areas of student strengths and weaknesses as well as student growth. This information will then be explored further by classroom teachers to plan effective whole class and differentiated instruction.	All K – 3 <sup>rd</sup> Grade Students	September - June	Principal, Assistant Principals, Teachers, and Data Specialist
Teachers will continue to receive ongoing math professional development to enhance their understanding of how to teach computation and problem solving skills through the use of balanced literacy strategies as evidenced by PD agendas and attendance. To increase higher order thinking skills, such as professional development will include ways in which to promote mathematical reasoning and the use of higher order questioning techniques through interactive writing, interactive read aloud with accountable talk, and shared reading. Cycles of learning and teacher collaboration will also include an exploration of the NYS Common Core Learning Standards in an effort to differentiate instruction based on these rubrics and student needs. In-house and off-site professional development will be given to teachers and staff, including one-on-one support from supervisors, and the staff developer as evidenced by PD agendas and attendance. Such PD will include but is not limited to lab-sites, in-house and off-site professional development, study groups, and intra and inter-visitation.	All K-3rd Grade Students	September - June	Principal, Assistant Principals, Coach and Teachers
Classroom visits by the principal and assistant principals, using walkthrough checklists and the Enhancing Professional Practice, Framework for Teaching by Charlotte Danielson will provide feedback to all teachers on how to further improve classroom instruction. Formal and informal observations allow the	All Teachers	September - June	Principal and Assistant Principals

supervisory staff to provide immediate feedback to our teachers regarding their strengths as well as areas of improvement in an effort to improve classroom instruction for all.			
Teacher observations and lesson plans are analyzed to determine the use and effectiveness of balanced literacy within the math workshop and to promote mathematical reasoning as evidenced by supervisory checklists and observation feedback. The data specialist and the assistant principal evaluate the data scores of the math baselines and tasks to assess student growth. This information is evaluated by classroom teachers and used to drive instruction.	All K - 3rd Grade Students	September - May	Principal, Assistant Principals, Coach and Teachers
The staff developer will analyze information gained through teacher surveys and needs assessment in order to determine the quantity and types of mathematical materials and books needed in the classroom. The staff developer along with the purchasing secretary will maintain records of purchase orders and distribution lists of such materials.	Classroom teachers	September	Literacy/Math Coach and Purchasing secretary
Teacher recommendations for admittance to the After-school Math Programs takes place on a daily basis through the use of teacher and Go Math checklists as well as conference notes and small group work. Math unit tests are used to evaluate student progress approximately every three weeks.	At-Risk Math Students	October - March	Classroom Teachers

**Part 4 – Budget and Resource Alignment**

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

**Part 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	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> 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.

Math baseline assessments have been administered in September and October of 2015. Interim assessments have also been administered during January and February of 2016. Student progress is as follows: 62% of Kindergarten students have improved by at least one benchmark level in mathematical calculation and reasoning skills. 58.3% of all first grade students have increased their math performance in these areas by at least one benchmark level. This is evidenced from data collected from the Go Math baseline and interim assessments. 54.3% of all second grade students have also increased their math performance by at least one benchmark level as evidenced by the NYC Math Assessment. The NYC Periodic Assessment baseline has been administered to our third grade students. An interim assessment will be administered later in the year to assess student progress towards this goal.

**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.

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

**Part 2 – Annual Goal**

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, school leaders will continue creating a collaborative school community to increase effective communication and engagement that is truthful and respectful with all stakeholders (school staff, parents and students) by welcoming, encouraging, and developing partnerships with families, businesses and community based organizations as measured by meeting attendance, agendas, and reflection forms.

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<p><b>Target Group(s) <i>Who will be targeted?</i></b></p>	<p><b>Timeline <i>What is the start and end date?</i></b></p>	<p><b>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></b></p>
<p>Principal/Parent and Parent Association meetings are held bi-monthly and monthly respectively. School activities, Parent Workshops, Curricula, Instructional goals and</p>	<p>Parents</p>	<p>September - June</p>	<p>Principal, Parent Coordinator and Parents Association</p>

activities are introduced and discussed during these meetings in order for parents to better understand the units of study and skills being taught in the classroom, ways in which parents can extend learning into the home, as well as upcoming activities in the school.			
Teachers and parents will participate in Meet the Staff Night. At this venue parents will get to know their child's teacher as well as the units of study and skills to be learned. Classroom routines, student expectations and parental questions/concerns are addressed at this time. Meet the Staff Night is participated in by parents and teachers as evidenced by meeting agendas, hand-outs, parent letters and attendance logs. Parent Teacher conferences are held each November and March. During these meetings parents can discuss their child's progress with the classroom and content area teachers.	Parents	September, November and March	All Staff Members
Families will participate in Fair Share Night in May. Students will showcase their work in order to provide their parents with an understanding of their progress throughout the year.	School staff, Parents and students	May	Principal, Assistant Principals, Staff Developer and Teachers.
The School Leadership team meets monthly in order for parents, teachers and administration to share ideas, goals, activities and concerns regarding curriculum and school activities.	Principal, Assistant Principal, Teachers and Parents	September - June	Parents Association and SLT Chairperson
Parents will be invited to participate in the volunteer Learning Leader program.	Parents	September - June	Parent Coordinator
Title I Parental Involvement Committee.	Parents	September - June	Title I Representative
A monthly calendar is distributed to all students to inform parents of school activities and special programs.	Parents	September - June	Parent Coordinator
Parent correspondence including the schools monthly calendar and student of the month announcements are distributed on a monthly basis throughout the school year. Curriculum letters in all subject areas (translated in different languages: Spanish, Chinese, and Bengali) are distributed to all students/parents.	Parents	September - June	Principal, Assistant Principals and Staff Developer
Informational letters about different activities/events.	Parents	September - June	Principal, Assistant Principals
Parent Coordinator/Parent Workshops are held in our school on a variety of topics.	Parents	September - June	Parent Coordinator
Student of the Month and Perfect Attendance Awards are awarded monthly and at the end of the school year.	Students	September - June	Attendance Secretary and Teachers
ENL classes for parents are given.	Parents	October - June	Parent Coordinator and ENL Department
The NYS Schools Account Link gives parents access to their child's progress.	Parents	September - June	Data Specialist
Principal report during PA Meetings.	Parents	September - June	Principal

Arts Program - Teachers and students work with Casa Broadway in order to enhance students' knowledge of the arts and cultural diversity.	K - 3rd Grade Students	September - June`	Art & AIS Teacher
Parent workshops inform our school community members on a variety of topics based on the needs of our students and families. ENL classes enable parents to work with their children who already attend our school as well as those approaching entrance into Kindergarten.	Parents	September - June	Parent Coordinator
Title I Parental involvement provides opportunities for families to participate in various cultural activities throughout the city, i.e. Museum of Natural History.	Students and Families	September - June	Parent Coordinator
Parents are provided with resources such as the Lending Library for all students and Mommy and Me classes for students of preschool age.	Parents and Students	September - June	Parent Coordinator
Our school works in collaboration with the Child Center of NY, the Western Queens Consultation Center and the Lower East Side Family Union in order to meet students' and family social and emotional needs.	All Students and Families	September - June	Guidance Counselor
Reflection/evaluation forms about events/activities are completed by staff and parents at the conclusion of the meeting/events to assess their effectiveness.	Parents, All Staff members	September - June	Principal, Assistant Principals, Staff Developer
Surveys for parents and teachers are completed regularly to gather ideas on how to create a more effective school community.	Parents, Teachers	September - June	Principal, Assistant Principals, Staff Developer
P.S. 7 Schoolwires allows teachers to communicate upcoming events, projects and classroom activities with parents and students.	Parents	September - June	Data Specialist
Discipline Code/Contract and Cell Phone Policy is signed and agreed to by parents.	Parents and Students	September	Principal, Assistant Principals and Department of Education
Cycles of Inquiry	Teachers	September - June	Principal, Assistant Principals, Staff Developer
Weekly Professional Development and one-on-one teacher/supervisory meetings.	Teachers	September - June	Principal, Assistant Principals, Staff Developer and PD Committee
Principal open door policy for staff and parents.	Students, Staff and Parents	September - June	Principal
Grade leaders, lead teachers and staff developers communicate information amongst staff.	All Teachers	September - June	Grade Leaders, Lead Teachers and Staff Developer
Staff members turnkey information learned during off-site professional development, share expertise and present at workshops.	All Teachers	September - June	All Teachers
Title I Parental Involvement, guidance counselors, social worker, and school psychologist meet with parents to share information about school related activities as well as about individual students needs.	Parents and Students	September - June	Principal, Assistant Principals, Parent Association, Guidance

			Counselor, Social Worker, School Psychologist
Parent communication is facilitated by each teacher during the Tuesday Parent Engagement time for a session of 35 minutes. During this time teachers meet with parents, conduct parent learning sessions to extend classroom lessons into the home and correspond/communicate with families through P.S. 7 Schoolwires, phone calls and emails.	Parents	September - June	Teachers
Teachers are invited into their children's classrooms to view the instruction across curriculum areas. Open School Week provides parents an opportunity to see the instruction that occurs in the classroom.	Parents	November	Teachers
Student publishing celebrations allow parents to view the units of study learned in class. This will, therefore, help the parents support students at home. During these celebrations parents have the opportunity to see their children's work and gain insight into their practice.	Parents	September- May	Teachers
Parents are invited into classrooms during parent involvement time to learn the techniques and skills used to teach their children. Teachers model lessons and provide suggestions on how learning can be extended outside the classroom.	Parents	September - May	Teachers

#### **Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<p>The principal holds bi-monthly meetings to keep parents apprised of school activities and important news. The parent association president and parent coordinator hold monthly meetings to keep parents informed of school activities, workshops, parent interests and concerns as well as important school information.</p> <p>The principal, assistant principals, staff developer and teachers coordinate and participate in Family Literacy/Math Night.</p> <p>Administrators, parents and teachers participate in Meet the Staff Night.</p> <p>The principal, assistant principals, PA President, parents and teachers are active participants of the School Leadership Team.</p> <p>The parent coordinator and parents participate in the Voluntary Learning Leader program.</p> <p>The Parent Lending Library is maintained by the parent coordinator for parents to use as evidenced by parent book logs.</p> <p>The Title I representative, parent coordinator, PA President and parents participate in the Title I Parent Involvement Committee.</p> <p>School staff, including staff developer, secretaries, and the parent coordinator creates and distributes monthly letters regarding school activities and curricula.</p> <p>The parent coordinator, staff developer, PA President and teachers along with outside professionals create and facilitate a variety of parent workshops and family activities for our parent constituency.</p> <p>The principal and assistant principals along with teachers facilitate monthly Student of the Month award ceremonies and/or end of the year Perfect Attendance Ceremony.</p> <p>The parent coordinator, assistant principal and ENL teachers coordinate to create and facilitate ENL classes for parents.</p> <p>The parent coordinator and data specialist keep parents informed about information they can access on the NYC Schools Account.</p> <p>The principal and Parent Association President coordinate to provide a principal report during PA meetings.</p>

Staff and school community members including staff developer, PA President, parent coordinator, teachers and parents create, administer, complete and evaluate event/activity reflection and evaluation surveys. The data specialist facilitates the usage of Schoolwires which allows teachers and parents to communicate on line. The data specialist works with teachers to collect student work, then creates the PS 7 Newsletter. Parents work with school personnel when agreeing to the Discipline Code and Cell Phone Policy. The principal, assistant principals, teachers and staff developer, coordinate and facilitate various cycles of inquiry, cycles of learning and collaboration. Grade leaders help teachers and staff with concerns and keep them apprised of school and grade specific information. Teachers and staff developer turnkey instructional as well as other pertinent information gathered from off-site staff development during collaboration time each Monday and Tuesday.

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

**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	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> 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.

P.S. 7Q continues to strengthen communication and collaboration among parents, teachers, students and our community. Reflection/evaluation forms regarding the events, activities and workshops participated in by parents and/or staff members have been and will continue to be analyzed (when needed) at the conclusion of each meeting/event. This is done to assess the amount and effectiveness of such communication. Parent communication such as curriculum letters/meeting reminders are distributed as evidenced by records of communication.

**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"> <li>• 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.</li> <li>• 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.</li> </ul>

**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><b>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:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <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.

	<b>Tax Levy</b>		<b>Title I SWP</b>		<b>Title I TA</b>		<b>Title II, Part A</b>		<b>Title III, Part A</b>		<b>Title III, Immigrant</b>
	C4E		21 <sup>st</sup> 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.

**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**

<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>

**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–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–<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><b>Activities/Strategies:</b> 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"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <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 <sup>st</sup> 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.

## 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.)
<b>English Language Arts (ELA)</b>	Teachers College Running Records and spelling inventory assessments	1. Word Study using Phonics Lessons, Month by Month Phonics, Foundations, Ready Gen Phonics  2. Rtl  3. ELA Test Preparation Program  4. After School ENL Program  5. Small group scaffolded lessons using the Teachers College Reading and Writing Programs.	1. Whole class and small group  2. Small Group  3. Whole class and small group  4. Small Group and 1:1 tutoring  5. Small Group	1. During the school day.  2. During the school day.  3. During the school day and during the ELA After School Programs.  4. After School  5. During the school day and the ELA After School Programs.
<b>Mathematics</b>	Go Math, Beginning of the year, mid-year assessments and end of the unit assessments.	1. NYS Math Test Prep Program  2. Small group reteach lessons using the Go Math Program.	1. Whole Class and Small Group  2. Small Group	1. During the school day and the After School Math Program.  2. During the school day and the After School Math Program.
<b>Science</b>	Teacher created beginning of the year, interim and end of year unit assessments.	1. Differentiated Instruction	1. Small Group and 1:1	1. During the school day.
<b>Social Studies</b>	Teacher created beginning of the year, interim and end of year unit assessments.	1. Differentiated Instruction.	1. Small Group and 1:1	1. During the school day.

<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Individual student conferences as needed.	<ol style="list-style-type: none"> <li>1. Guidance Counselor</li> <li>2. School Psychologist</li> <li>3. Social Worker</li> </ol>	<ol style="list-style-type: none"> <li>1. Small Group and 1:1</li> <li>2. 1:1</li> <li>3. 1:1</li> </ol>	<ol style="list-style-type: none"> <li>1. During the school day.</li> <li>2. During the school day.</li> <li>3. During the school day.</li> </ol>
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## 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.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

### Part 2: All Title I Schools

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

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>1. Teachers will participate in weekly differentiated professional development: Teachers College, Go Math Professional Development, lab sites, in-house and off-site professional development, study groups, intra-visitation, one-on-one support by the staff developer and teacher supervisory conferences in an effort to deepen their understanding of all teaching practices such as conferring, shared writing, interactive writing and strategy lessons. All staff members will participate in professional development regarding the use of differentiated and data driven instruction to increase student performance as well as an in-depth look at the Charlotte Danielson Framework for Teaching. Through the use of this tool teachers will be instructed on how to provide ongoing needs based instruction.</p> <p>2. Professional development will also include an exploration of the NYS Common Core Learning Standards in an effort to differentiate instruction based on these rubrics.</p> <p>3. Classroom visits with the principal and assistant principals using walkthrough checklists and <u>Enhancing Professional Practice: Framework for Teaching</u> by Charlotte Danielson will provide feedback to all teachers on how to further improve classroom instruction.</p> <p>4. All applicants' resumes are screened prior to receiving an invitation to interview with the principal and assistant principals. Afterwards, the interview process includes a review of the applicant's professional studies along with his/her knowledge and experience. During a subsequent interview a sample lesson and plan is then reviewed to assess the teacher's ability to communicate and deliver appropriate instruction, while creating a motivating and safe rapport with students. The interview process at P.S. 7 is a rigorous one to assess each applicant's ability to drive and administer instruction on an individual, small group and whole class level.</p> <p>5. Teachers will participate in various study groups. Teachers will be provided with a content area course book to study and reflect upon. Weekly meetings will be held to share the information learned and discussed how the techniques and skills learned can be applied within all content area instruction to improve student literacy performance.</p> <p>6. Teachers are provided with support through mentors. All staff members receive differentiated professional development in an effort to support their needs. Inter-visitation, grade leaders and buddy teachers allow teachers to gain feedback about curriculum, the delivery of instruction and management. Teachers meet monthly during lunch and learn to share ideas and address concerns.</p>

#### 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).
--

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

Literacy and math instruction, content area instruction, Charlotte Danielson rubrics, Advance Evaluation System, Child Welfare/Abuse protocol, and School Safety workshops, will be conducted for all staff members, as well as PD regarding ESL methodologies used in the classroom, as per the Jose P. mandates for a minimum of 7.5 hours. Study groups regarding literacy development and mathematical reasoning will also be given to all interested. Some of the books that will be utilized are Amazing English Handbook by Teresa Walter, Balancing Reading and Language Learning by Pauline Gibbons, Dual Language Teaching and Learning in Two Languages by Sonia Soltero, The Young Child in Mathematics by Juanita Copley and Teaching Mathematics through Problem Solving by Frank Lester and Randall Charles.

2. In-house professional development for new and experienced teachers consists of conferring, overview of the workshop model, guided reading, strategy lessons, cycle of inquiry, assessment, use of technology in the classroom, and content area learning.

3. The administration ensures that all staff receives 7.5 hours of ELL training during staff development days, in-house staff developer, in-house differentiated professional development, study groups, and Monday – Tuesday cycles of learning. Professional Development is also given regarding co-teaching. In co-teaching the following activities are discussed: Mini-lessons, independent reading and writing, shared reading, shared writing, interactive writing, read aloud, instructional format of lessons, advantages of co-teaching, activity based thematic units, differentiated instruction, and role playing. The administration ensures that all staff adheres to the above co-teaching model.

4. A variety of staff members including the principal and assistant principals, staff developer, ENL and classroom teachers participate in off-site Teachers College and Go Math staff development in an effort to gain a deeper understanding of content, and how such programs integrate the CCLS standards. Staff members viewing these programs from different perspectives (ENL, classroom, AIS, supervisory) are able to gain insight as to best ways to utilize these programs to meet the needs of our students.

5. Cluster teachers participate in off sight content area professional development and turnkey important information, curricula ideas and activities and the integration of all CCLS components during Monday – Tuesday cycle of learning time.

6. All teachers will participate in on going differentiated professional development, Teachers College, and Go Math Workshops, Lab-sites, in-house and off-site professional development, study groups, intra and inter-visitiation, one-on-one support by staff developer as well as teacher supervisory conferences in an effort to deepen their understanding of all teaching practices including whole class, small group differentiated and individualized instruction.

### **Part 3: TA Schools Only**

#### **3a. Use of Program Resources**

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

#### **3b. TA Coordination with the Regular Program**

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

## Part 4: SWP Schools Only

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

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

1. Mommy and Me classes are held twice per week to introduce preschoolers to the Kindergarten setting as they interact with school staff and a parent. During these sessions, children are introduced to new literature and participate in educational and social activities with other children readying themselves for Kindergarten.
2. The Parent Lending Library is open to all parents allowing them to borrow books to be read at home to their children attending our school as well as their younger siblings. This will foster a love of learning and ready our preschoolers for the classroom, making the transition to Kindergarten an easy one.
3. Upon registration all Kindergarten parents and students participate in new admit orientation. Parents receive an admission package which consists of Parent/Guardian Home Language Identification Survey in the language of their preference, a program selection form (for ELL students) residency questionnaire, Parent/Guardian student Ethnic Identification forms and the Child and Adolescent Health Examination form. Based on the information provided by the parents, the students' language needs are identified and an informal interview is given both in English and the students' native language. Upon administration of the NYSITELL, all Kindergarten ENL service requirements are determined, parents are informed of the various ENL programs offered by our school and parents are given the opportunity to choose the program best suited for their child's needs. Students are then placed into a Kindergarten class that meets their learning needs and English proficiency along with parent preferences.
4. Professional development is given to all Kindergarten teachers prior to the first day of school in September to aid teachers in the planning of instruction to better guide students towards an easy transition into Kindergarten.
5. All Kindergarten parents are invited into the classroom with their children on the first day of school to introduce them to the classroom, teacher, and books that will be read.
6. Local pre-school students along with their parents are given the opportunity to tour our school gym, library, auditorium and a model Kindergarten classroom in the spring. This serves to introduce preschoolers to their next school year and motivate student learning while alleviating their fears of the new Kindergarten surroundings.

### 4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

1. Teachers will decide upon the assessments used with their students and create their assessment checklists on their own, within cycles of inquiry and grade-wide based on the curriculum demands and needs of their students. These checklists are used to monitor progress and drive instruction.
2. Teachers meet collaboratively to agree upon and/or revise the Teachers College formative reading/writing assessments. These assessments are revised to better meet the needs and proficiencies of our students in an effort to drive instruction.
3. An assessment team consisting of the principal, assistant principals, staff developer, and teachers from each grade was formed in the spring of 2013. This team worked collaboratively to review and decide upon the state and local measures of assessment to be utilized for each year's Advance teacher evaluation scores. The teams' decision making progress and results were shared with the staff during professional development prior to the first day of school.
4. Although the creation of the literacy CCLS baselines and tasks was facilitated by the NYCDOE, the assessment rubric was reviewed collaboratively by each grades' classroom teachers to gain a deeper

understanding of student expectations and to come to a consensus on the grading process. The literacy baselines will also be graded collaboratively by the classroom teachers to determine the creation of differentiated instruction as well as classroom and small group assessment checklists.

5. Self-chosen differentiated cycles of inquiry allows teachers to analyze the assessment measures used with our students, as well as coordinate to create individual and small group differentiated instruction based on the results of such assessment.

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. 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 consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , 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	513,160.00	X	12, 17, 22
Title II, Part A	Federal	233,629.00	X	11, 14
Title III, Part A	Federal	74,420.00	X	17, 22
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	5,843,544.00	X	12, 17, 22

#### <sup>1</sup>Explanation/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.

<sup>2</sup>The **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.

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### **Parent Involvement Policy (PIP) Template**

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

- Providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- This includes, but is not limited to, workshops and meetings where instructional strategies are discussed and modeled so that they can be replicated in the home. Such workshops and meetings include Family Literacy & Math Night, Meet the Staff Night, Bi-Monthly Principal/Parent Meetings, Weekly Workshop and ENL classes for parents. Learning materials such as Go Math and literacy games are provided to parents during the above mentioned workshops. Learning materials are shared between the school and home through the use of the Book in the Bag, Books Across America, RAZ Kids and Parent Lending Library Programs.
- Providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- Inviting parents to volunteer to be part of the SLT Committee. Selected volunteers are voted on by the Parent Association to become a part of the team, where they discuss and make decisions regarding curriculum activities and programs used and participated in within our school.
  
- Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- Encouraging parents to participate in their child's class as a volunteer chaperone during trips and to participate as a volunteer in the Learning Leader Program. Parents are also invited to attend and participate in the Weekly Workshop sessions where early learning strategies are modeled and parents are encouraged to use the Parent Lending Library. ENL classes are held in order to help parents new to the country learn the language, as well as gain important information regarding immigration. This along with the principal's open door policy fosters a shared communication among the school community.
- Providing assistance to parents in understanding City and State standards and assessments along with Federal education guidelines.
- Conducting Principal/Parent Meetings, Meet the Staff Night and Parent Teacher Conferences along with Fair Share in May provides parents with needed information about the CCLS and how they relate to classroom and NYC and NYS Assessments used at our school.
- Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- Based on the Home Language Survey, providing parents with all pertinent information, regarding our school through the use of written correspondence which is translated into the major languages spoken by

our student body; Spanish, Chinese and Bengali. Translation is provided by the Translation Unit and staff members as needed.

- Providing cycles of learning opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;
- Meeting with parents to exchange information and ideas. The School Leadership Team meets monthly in order for parents, teachers and administrators to share ideas, goals, activities and concerns. At these meetings parent members are informed of the types and frequency of cycles of learning and are encouraged to share their ideas for improvement and/or additional workshops.

P.S. 7's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English language learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school. In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association 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 and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- Maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator 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, Quality Review Report, Learning Environment Survey Report;
- Host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- Schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- Translate all critical school documents and provide interpretation during meetings and events as needed;
- Conduct an Annual Title I Parent Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- Holding an annual Title I Parent Curriculum Conference;

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

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

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

#### **I. School Responsibilities**

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

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

Support home-school relationships and improve communication by:

- Conducting Meet the Staff Night in September and Parent-Teacher Conferences each November and March during which the individual child's achievement will be discussed as well as how this compact is related. In addition, Share Fair, participated by parents, teachers and students.
- Convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> 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;
- Providing parents with opportunities to meet with teachers (either individually or by providing workshops and during Tuesday parent engagement time).
- 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 their child's education;

- Providing information related to school and parent programs, meetings and other activities. Letters are 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;
- Surveying parents to inquire about the types of workshops needed to meet the needs of our P.S. 7 families. The SIT Team surveys the school constituency in regards to such workshops.

## **II. Parent/Guardian Responsibilities:**

- Monitor my child's attendance and ensure that my child arrives to school on time (7:40 a.m. for students receiving breakfast and 8:05 a.m. for children not eating breakfast) as well as follow the appropriate procedures to inform the school when my child is absent;
- Monitoring my child's attendance by making sure they arrive to and are picked up (2:30 p.m.) by a parent/guardian (that is indicated on the emergency card) on time.
- Ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age (suggested time is 8:30 p.m.).
- Check and assist my child in completing homework tasks, when necessary;
- Read to my child and/or discuss what my child is reading each day in any language (for a minimum of 30 minutes). Books in different languages can be borrowed from the lending library.
- Set limits to the amount of time my child watches television or plays video games;
- Promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- Encourage my child to follow school rules and regulations, the DOE Discipline Code, and P.S. 7's School Based Cell Phone Policy and discuss this Compact with my child;
- Volunteer in my child's school or assist from my home as time permits;
- Participate, as appropriate, in the decisions relating to my child's education;

- Communicate with my child’s teacher about educational needs and stay informed about their education by promptly reading and responding to all notices received from the school or district;
- Respond to surveys, feedback forms and notices when requested;
- Become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- Participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- Take part in the school’s Parent Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- Share responsibility for the improved academic achievement of my child;

**III. Student Responsibilities:**

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

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

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

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

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

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

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

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

## 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: \_

Every student at P.S. 7 deserves the opportunity for an equal chance to be successful. At P.S. 7 we are committed to providing our English Language Learners with a thorough and efficient education. The Title III After/Before School and Saturday Academy Programs will be implemented in an effort to increase students' English skills in the four language modalities; (listening, speaking, reading and writing). In addition classes will be formed to enhance students' math skills. The rationale for the before/after school and Saturday program is to provide systematic, strategic, and intensive instruction in phonological and phonemic awareness, phonics, vocabulary, comprehension, fluency and writing. The after school math program incorporates vocabulary development through the introduction and use of mathematical sight words and terminology.

-  
We will have four cycles of the aforementioned programs. The first cycle will begin October 14 - December 16, 2015 (Wednesdays from 2:40 p.m. - 4:40 p.m.). The second cycle will begin November 7 - February 6, 2016. The third cycle will begin January 13 - March 23, 2016 (Wednesdays from 2:40 p.m. - 4:40 p.m.). The fourth cycle will begin April 6 - May 26, 2016 (Wednesdays and Thursdays from 7:00 a.m. to 8:00 a.m.). Certified ESL/Bilingual and Common Branch teachers will be hired to support the Title III After/Before School and Saturday Academy Programs. If a Common Branch teacher teaches the class, the class will receive support by a certified ESL/Bilingual teacher. In each cycle there will be a teacher student ratio of approximately 1:15 in order to provide the students with small group instruction that will maximize their learning. All teachers have been trained in ESL methodologies through professional development..

-  
The selection of the students for the Title III programs are a result of the findings of the students' needs assessments. Students are selected according to their Teachers College Benchmark reading levels as well as the data from the NYSESLAT test.

-  
The Santillana Spotlight on English curriculum will be used in order to help students gain and develop English language proficiency and help students achieve competency in the four language arts domains of listening, speaking, reading, and writing. The students will have the opportunity to engage in an integrated language learning experiences as they develop skills through structured activities such as: read aloud, shared reading, shared writing, interactive writing, strategy lessons and guided reading lessons. High quality classroom libraries and the use of technology will support our goals and will be used along with the above mentioned teaching practices. Informal assessments will include pre-assessment, post assessment and the language acquisition checklists to measure growth.

-

## Part C: Professional Development

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

- rationale
- teachers to receive training
- schedule and duration

### Part C: Professional Development

- topics to be covered
- name of provider

Begin description here: \_

-  
The Professional Development for the teachers involved in the programs is embedded in our ongoing PD. The rationale of the study group will be to increase students English skills in the four language modalities; (listening, speaking, reading and writing) during literacy instruction as measured by ongoing assessments, teacher observations and checklists. Teachers will also participate in professional development in the following areas: Differentiated Instruction, High Order Thinking questioning, ESL methodology and strategies using the Santillana Spotlight on English Curriculum. etc. In addition, administrators, lead teachers and staff developers, will consistently model teaching strategies to help meet the needs of ELLs.

### Part D: Parental Engagement Activities

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

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

Begin description here: \_

-  
Parents of our English Language Learners will be provided with workshops to better understand and clarify the ENL program design at P.S. 7. The parents of the participating students will be invited to attend workshops on some of the following topics: How to help your children at home, Family Workshops on different educational topics (Common Core Standards, Modeling of Shared Reading, Read Aloud, Games and Oral language Development), Math and Literacy Family Night, Lending Library (Libraries and other resource materials will be provided for parents of Title III students), and Community Resources/Agencies. These workshops will be provided in school from 8:30-9:30 once a month by our staff developer or parent coordinator. Available staff will support the translation services during these workshops.

### Part E: Budget

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

Allocation Amount: \$74420

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	<u>\$35,854.31</u>	<u>Cycle 1: 6 teachers x 8 x 2 hours x \$44.21 = \$4,244.16</u> <u>Cycle 2: 10 teachers x 11 x 2.5 hours x \$44.21 = \$12,157.75</u> <u>Cycle 3: 10 teachers x 10 x 2 hours x \$44.21 = \$8,842.00</u>

**Part E: Budget**

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

Allocation Amount: \$74420

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<u>Cycle 4: 10 teachers x 14 x 1 hour x \$44.21 = \$6,189.40</u> <u>Professional Development: 10 Teachers x 10 x 1 hour x \$44.21 = \$4,421.00</u>
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	<u>\$20,319.27</u>	<u>Supplemental materials used for the program - consumable, general supplies for the children</u>
Educational Software (Object Code 199)	<u>18,246.42</u>	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	<b><u>\$74,420.00</u></b>	_____

**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 <b>24</b>	Borough <b>Queens</b>	School Number <b>7</b>
School Name <b>Louis F. Simeone</b>		

### 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 <b>Sara Tucci</b>	Assistant Principal <b>Naomi Landau</b>
Coach <b>Kathy Hartney</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>Orit Sperber</b>	School Counselor <b>Ruth Gonzalez</b>
Teacher/Subject Area <b>Keren O'Shaughnessy/ENL</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Leigh Pena/Dual Language</b>	Parent Coordinator <b>Yessenia Romero</b>
Related-Service Provider <b>Nancy Arundell/Speech Teacher</b>	Borough Field Support Center Staff Member <b>type here</b>
Superintendent <b>type</b>	Other (Name and Title) <b>type here</b>

### 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	<b>15</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>3</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>11</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>4</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]		Number of teachers who hold both a bilingual extension and TESOL certification	<b>1</b>
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	<b>0</b>	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]	<b>8</b>	Number of special education teachers with bilingual extensions	<b>2</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>1019</b>	Total number of ELLs	<b>570</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
	<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12

### 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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
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 #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>	2	1	1	1										0
<b>Total</b>	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				
<b>All ELLs</b>	574	<b>Newcomers</b> (ELLs receiving service 0-3 years)	574	<b>ELL Students with Disabilities</b>
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)		<b>Long-Term</b> (ELLs receiving service 7 or more years)

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	
<b>TBE</b>	0	0	0	0	0	0	0	0	0	0
<b>DL</b>	54		0							0
<b>ENL</b>	520		62							0
<b>Total</b>	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
<b>TOTAL</b>	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 <u>Spanish</u>	23	21	11	10	9	11	6	15											0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	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
<b>TOTAL</b>	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):  
58

Number of students who speak three or more languages: 11

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	36	59	51	40										0
Chinese	45	41	36	30										0
Russian	0	0	0	0										0
Bengali	30	27	24	16										0
Urdu	4	2	1	1										0
Arabic	0	0	1											0
Haitian	0	0	0											0
French	0	0	0											0
Korean	1	0	0											0
Punjabi	1		0											0
Polish	0	0	0											0
Albanian	0	0	0											0
Other	27	25	24	13										0
<b>TOTAL</b>	<b>0</b>													

## 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
<b>Entering</b> (Beginning)	63	18	8	4										0
<b>Emerging</b> (Low Intermediate)	55	33	11	12										0
<b>Transitioning</b> (High Intermediate)	50	27	13	21										0
<b>Expanding</b> (Advanced)	137	71	85	64										0
<b>Commanding</b> (Proficient)	17	11	36	27										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	8	21	56										0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	50	38	22		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	25		40		39		19		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.  
 The assessment tools our school uses to assess the early literacy skills for our ELLs include NYSESLAT, EL SOL, NYSITELL, TC Running Records, NYC Performance Assessment, and Interim writing assessments. We have brought in the following periodic assessments for third grade: CCLS-Aligned ELA Benchmark Assessment, which will be administered in the Fall 2015 and Spring 2016. Additionally, the teachers have created checklists to be used daily to address the Common Core Learning Standards. Informal reading, writing, listening, and speaking assessments are ongoing through one to one conferences and small group work. Using the NYC Performance Assessment, students are assessed at the beginning of the year. The writing is assessed by using a CCLS aligned rubric in order to determine students' areas of strengths and weaknesses across seven different traits of writing. The students are assessed at the end of the year using the NYC End of Year Performance Assessment. Based on the data from the NYC Beginning of Year and End of Year Assessments, our English Language Learners are making progress commensurate with our English Language Proficient students, although the English Language Learners are performing below English Proficient students. Kindergarten English Language Proficient students received an average of 9.6 points whereas, English Language Learners received an average of 8.1 points. Results from the End of Year assessment demonstrated that that both ELP and ELL students made similar progress. ELP students had an average of 21 points whereas ELL students received an average of 20.2 points. ELP students improved an average of 11.4 points. ELL students improved an average of 12.1 points. Similar results were found when comparing the average growth for ELP students and ELL students in first grade and second grade. We monitor English Language oral development using an oral language acquisition checklist. According to our 2014-2015 El Sol assessment data, our students' mastery level increased across grades. We will continue using the programs we have been currently using (ReadyGen, Foundations, Teachers College Writing Workshop and GO Math). In addition, we will continue teaching thematically, integrating language and content instruction, planning for small and whole group and individualized instruction, and creating a print rich inclusive learning environment.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 The NYSESLAT results for our current students are based on data from 184 kindergarten students, 171 first grade students, and 151 second grade students. Based on the 2015 NYSESLAT results, across students in the current grades 1-3, the highest percentage of students received "Expanding": 66% in kindergarten, 47% in first grade, and 55% in second grade. We had the highest percentage

of students receive "Commanding" in second grade, compared to 11% in kindergarten and 8% in first grade. Across all grades, the smallest percentage of students received an "Entering": 3% in kindergarten, 8% in first grade and 5% in second grade. Based on the results from the NYSITELL, 35.8% of our students received "Entering", 19.5% receiving "Emerging", 18.9% received, "Transitioning", and 25.8% received "Expanding".

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

We used data from the AMAO tool to determine ELLs at risk. We analyzed data from the NYSESLAT to determine how many students advanced one proficiency level between two consecutive years. In addition, we analyzed the data to determine how many students scored at a proficiency level on both the Listening/Speaking and Reading/Writing modalities. We used that data to determine students who would receive extra support during a Saturday Academy and Early Bird Program.

4. For each program, answer the following:

- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- What is the school learning about ELLs from the periodic assessments? How is the home language used?

a. We are currently in the process of analyzing the results from the September running records by comparing ENL students in the Freestanding ENL program separately from students in the dual language program. We are in the process of comparing the Spanish Independent Reading levels to the English Reading Levels in the dual language classes. Additionally, we are currently in the process of analyzing the results of the NYC Baseline Performance assessment by language proficiency level.

b. We do not currently use the ELL periodic assessments.

c. This will be the first year that we will be using the Native Language Task in Spanish as a periodic assessment for second and third grade students. Native language is used in our school by providing students with materials such as math books, leveled library books in various languages in classrooms and the lending library, and genres to include Spanish, Chinese, Urdu and Bengali. When teachers deem necessary, they use scaffolding techniques to facilitate students' understanding in order to avoid frustration. Additionally, within classrooms, teachers form flexible partnerships in which students who speak the same language are partnered together.

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 begins with the Universal Screening, which is administered to all students. As the Universal Screen, our school uses TC Running Records, and the following assessments for kindergarten and first grade: letter sounds, letter knowledge, and concepts of print. For the 2015-2016 school year, we have added the NYC Baseline Performance Assessment as part of the Universal Screen. The Universal Screen is used to flag students whose literacy skills are below grade level. English Language Learners are flagged as needing additional support in literacy in conjunction with language services.

#### Tier I Instruction

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

#### Tier II Instruction

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

#### Tier III Instruction

English Language Learners who are not thriving after a minimum of nine weeks in Tier II are then brought to the attention of the RtI

team. The RtI team discusses data from the progress monitoring assessments given during Tier II. The RtI team uses the data to discuss how Tier III interventions can help the student overcome his/her difficulties. We use a pull-out RtI model. ELLs who are determined to be in need of more intensive differentiated instruction will receive Tier III instruction four times a week for 45 minutes in small groups of no more than three students from a highly qualified teacher. As part of the Tier III instruction, we use The Wright Group Early Reading Intervention Program, which is a research based literacy program addressing the following literacy components: sight word instruction, comprehension, phonics, vocabulary instruction, and fluency. Additionally, in order to meet the language needs of ELLs we have incorporated Mondo, which is an oral language development program. ELLs are monitored for progress once a month and changes are made to instruction based on the assessments. The RtI team meets bi-monthly to discuss student progress. Parents are notified in writing of their child's placement in Tier III. The notification letters have been translated into Chinese, Spanish and Bengali. If the student continues to demonstrate persistent difficulties despite the additional interventions in Tier II and Tier III over a suitable period of time, the child is recommended to our School Based Support Team (SBST) in order to determine if the child is in need of a comprehensive multidisciplinary evaluation. However, our school views RtI as a problem solving model, rather than a special education pre-evaluation and makes every effort to determine specific language/literacy challenges faced by individual English Language Learners who are not making sufficient progress. We believe in a focused problem-solving model that provides students with increasingly intensive, targeted instruction and ongoing progress monitoring that is created to meet their individual language/literacy needs

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

We have currently revised our English Language Acquisition checklist in order to match the NYSESLAT speaking rubric. Teachers of ELL students complete the checklist five times a year. The results from the English Acquisition checklist are collected and analyzed in order to ensure that students are progressing in their oral language. We track students' progress in reading by using Teachers College Running Records in conjunction with the Primary Spelling Inventory. We track students' progress in writing using the NYC Performance Assessment as well as the Teachers College Writing Rubrics. The administration in conjunction with the staff developer analyze the results of students' progress in reading, writing, listening, and speaking in order to make instructional decisions. For example, during the 2014-2015 school year, in order to support second language development, shared reading has been increased in Kindergarten and first grade classes. The purpose of this instructional shift was to increase oral language development as well as increase growth in reading levels for our ELL population.

One teacher team, engaged in a Cycle of Inquiry has recently begun using the NYSESLAT Performance Level descriptors in order to track students' progress in the dual language program in both English and Spanish. After the 8 week Inquiry Cycle, this team will share the results with the staff.

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?

a. The English Proficient students are assessed in the second language using Sistema de evaluacion de la Letra por Letra by Fountas and Pinnel, teacher made assessments and EL SOL. Additionally, for the 2015-2016 school year we will begin using the Native Language Task in Spanish for second grade and third grade students.

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

Based on the 2013-2014 State Report Card, we met Annual Yearly Progress for the Limited English Proficient students in both English Language Arts and Math. We also compare the performance of English Learners to English Proficient students using the following assessments: Running Records, NYC Performance Assessments (beginning of year assessment and end of year assessment), and NYC Math Performance assessments, and periodic assessments. Finally, we analyze the results of the NYSESLAT, looking at students' performance across several years.

## 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.

The English Language Learner Identification Process includes 4 steps: (1) the administration of the Home Language Identification Survey (HLIS) which includes an interview with the student and parent to determine the students' home language, (2) determination of eligibility to take the New York State Identification Test for English Language Learners (NYSITEL), (3) the administration of the NYSITEL, (4) the administration of the Spanish LAB to newly identified ELLs whose home language is Spanish.

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

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

A license pedagogue interviews the parents/guardians using the Home Language Identification Survey. Additionally, the student is interviewed using an informal screening assessment created in the school. This initial assessment identifies those students who may possibly be ELLs. Upon having established that the student's home language is that other than English, a certified pedagogue administers the NYSITELL within ten days (20 school days for students entering with IEPs). The NYSITELL measures students' level of English language proficiency, identified as entering, emerging, transitioning, expanding, and commanding. If the NYSITELL results show that a child is an ELL and their Home Language Identification survey indicates that Spanish is the home language, the Spanish LAB-R is administered to determine language dominance. The Spanish LAB-R is administered by a Spanish speaking licensed pedagogue. Parents and students are interviewed by one of the following pedagogues: An Assistant Principal or a trained ENL licensed personnel. Whenever a translator is necessary to conduct the informal interview, we utilize members of our staff who speak the language as well as the DOE translation phone services.

The following personnel ensure that the proper documentation is gathered and that the procedures for coordinating and administering the NYSITEL and Spanish Lab-R adhere to the New York City and State regulations.

Naomi Landau

Assistant Principal

Certified in TESOL K-12

\*Lily Zhang

Bilingual English and Chinese

TESOL K – 12

TESOL K – 12

Common Branch License PreK – 6

\*Kim Ng

Bilingual English and Chinese

TESOL K – 12

\*Natalia Dasrath

Bilingual English and Russian

TESOL K-12

\*Orit Sperber

TESOL K-12

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).

We use the SIFE identification process as outlined in the ELL Policy and Reference Guide. Third grade students who are newly identified ELLs and in Grade 3, and at entering/emerging levels of the NYSITELL are considered potential SIFE students. As part of the SIFE identification process, we administer the oral interview questionnaire. For those students who have a home language of Arabic, Bengali, Chinese, Haitian, Creole, of Spanish, we administer the Literacy Evaluation for Newcomer SIFE (LENS).

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).

We adhere to the following steps when identifying newly enrolled students with IEPs following the 20 day time frame as per the English Language Learner Policy and Reference Guide 2015-2016. The LPT team reviews evidence of the students' language development. The LPT team consists of the following members: Naomi Landau (assistant principal), Giovanna Prosperi (assistant principal), Marlana Vega (IEP coordinator), Orit Sperber (Certified TESOL teacher), Melissa Rojas (School Psychologist), and the student's parent/guardian. The LPT team determines whether student should take NYSITELL based on the following: administration of HLIS survey, student's history of language use in the school and home, results of individual evaluation of the student and information provided by CSE as to whether the students' disability is the determining factor in affecting whether the student can demonstrate proficiency in English. If the LPT recommends that the student should take the NYSITELL, the assessment is administered to determine ELL status. If the LPT recommends that the student should not take the NYSITELL, the recommendation is sent to the principal for review. Upon review, if the principal determines that the student should not take the NYSITELL that determination is sent to the superintendent or designee for review. The parent or guardian is notified within 3 days of the decision. If the superintendent or designee determines that the student should take the NYSITELL, the student takes the assessment to determine ELL status. If the superintendent or designee determines the student should not take the NYSITELL, the parent is notified and the ELL Identification Process terminates.

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.

Immediately following the scanning of the NYSITELL score sheet, pending the results, either an entitlement or non-entitlement parent notification letter is created for the student based on the student's home language (when available). Based on the languages represented in this school, the entitlement and non-entitlement letters are translated into Spanish, Chinese, and Bengali. A photocopy of the entitlement and non-entitlement letter is kept in the school in one of four binders organized alphabetically.

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).

Any student who has undergone the ELL identification Process (as either a result of first time entry or reentry) may go through the ELL re-identification process. This process allows parents who believe a student has been misidentified as ELL or non-ELL to request (within 45 school days of enrollment) that the ELL Identification process may be administered a second time. We notify the parents through the entitlement letters, which have been sent home in the preferred language of choice, that parents/guardians have the right to appeal within 45 days. A photocopy of the entitlement and non-entitlement letter is kept in the school in a four binders organized alphabetically.

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.

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

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 Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

The following pedagogues are responsible for ensuring that the Parent Survey and Program Selection form has been completed: Orit Sperber (ENL teacher), Natalia Dasrath (ENL teacher), Lily Zhang (ENL teacher), Kim Ng (ENL teacher). Immediately following the administration of the Home Language Identification Survey, parents of students whose home language is not identified as "NO" watch the Parent Selection video. The parents are then asked to complete the Parent Survey and Program Selection form. Parents/guardians who do not complete the Parent Survey and Program Selection form immediately following their viewing of the three program choices receive a phone call to make an appointment to come to the school to complete the form. All attempts to

gather initial parent selection preference are documented through the following system of record keeping: Photocopies of the HLIS, Parent Survey and Program Selection, Entitlement/Non Entitlement letters are maintained in the office of Naomi Landau (assistant principal). Each student's photocopies are placed together in a clear plastic folder. The clear plastic folder has a label to indicate the following information: Last name, first name, date registered, HLIS, Administration of NYSITELL, Result, Scanned, Parental Choice, Parental Placement, Entitlement Letter, and ELPC. In doing this the school tracks that all required ELL identification data has been completed. Students who are placed in a program that does not match the parent's/guardians choice are tracked through an excel spreadsheet. In the event that a TBE/DL program becomes available, parents/guardians are notified via a phone call in the parent's preferred home language.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
The Parent Survey and Program Selection form are currently offered in the following languages (English, Spanish, Chinese, Bengali, and Urdu) which are the predominate languages in this school. We monitor and maintain all the Parent Survey and Program Selection form by keeping the original forms both in the students' CUM folder and four binders which are organized alphabetically in Naomi Landau's (assistant principal) office. Photocopies of the HLIS, Parent Survey and Program Selection, Entitlement/Non Entitlement letters are maintained in the office of Naomi Landau (assistant principal). Each student's photocopies are placed together in a clear plastic folder. The clear plastic folder has a label to indicate the following information: Last name, first name, date registered, HLIS, Administration of NYSITELL, Result, Scanned, Parental Choice, Parental Placement, Entitlement Letter, and ELPC. In doing this the school tracks that all required ELL identification data has been completed. Students who are placed in a program that does not match the parent's/guardians choice are tracked through an excel spreadsheet. In the event that a TBE/DL program becomes available, parents/guardians are notified via a phone call in the parent's preferred home language.
9. Describe how your school ensures that placement parent notification letters are distributed.  
We have established a protocol in this school whereby the licensed pedagogue (Orit Sperber, Natalia Dasrath, Lily Zhang, Kim Ng)<sup>1</sup> responsible for administering the HLIS is responsible for the entire ELL identification process from ensuring that the parent/guardian understands the three program choices, ensuring that the parent completed the Parent Survey and Program Selection form, administration of the NYSITELL, bubbling of the NYSITELL, scanning of the NYSITELL score sheet, and completion of the placement letter. The placement letter is completed in the indicated language preference (if available). We currently have English, Spanish, Chinese, and Bengali placement parent notification letters available at our school based on the predominant languages at this school. Once all of those steps have been completed the license pedagogue places all items listed above into a clear plastic folder and hands it to Naomi Landau (assistant principal) within five days of the scanning of the NYSITELL scan sheet. Naomi Landau is the final individual responsible for checking all documents and entering the parental choice onto the ELPC screen. In establishing this protocol we are using both individual accountability and a system of cross checking to ensure that placement letters are distributed in a timely fashion.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
The original HLIS and Parent Survey and Program Selection letters are kept in the students CUM. Photocopies of the HLIS, Parent Survey, Program Selection, Entitlement, and Placement letters are kept in binders in Naomi Landau's office. Each student has an individual plastic folder containing all above mentioned documents. The binders are locked in Naomi Landau's office.
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.  
The school ensures that all four components of the NYSESLAT are administered in compliance with the New York City and State regulations. Step 1: We identify the eligible students by referring to the RLER report from ATS. We note the number of NYSESLAT eligible students at the school. We identify any NYSESLAT-eligible students who have long term absences and call their parents/guardians to ensure that students are present during the scheduled exam times. Upon receipt of the NYSESLAT materials we count the number of booklets and answer documents. Prior to the speaking portion of the NYSESLAT, all pedagogues assigned to administer this subtest are provided with a training session using video and other training materials from the state. This is done to ensure consistency in administration of the subtest and the assessment of students' speaking skills. The speaking subtest is administered to students individually in an assigned location separate from other students. The student's answers are recorded by the pedagogue administering the test on the student's answer sheet and afterwards transferred onto the scantron. The listening/reading/writing subtests are administered to groups of students. The following staff members administer the speaking subtest during the administration window: Orit Sperber, Natalia Dasrath, Lily Zhang, Kim Ng, Keren O'Shaughnessy, Sharmeen Akter, Erika Liriano, Mariela Alborta, Danielle Kramer, Giulia Alicea, Omyara Guerra, Massiel Morris, Lisa Rizzi, Iclia Santiago, Reyna Gonzalez, and Mindy Wong. Although the administration of the NYSESLAT does not need to be conducted by staff who hold a bilingual or ENL license, we only use licensed bilingual/ENL staff to administer speaking portion of the NYSESLAT. Prior to administering the subtests, all involved school personnel are instructed regarding security regulations. At the end of each testing day, we track students who have missed a subtest. To ensure 100% participation in the NYSESLAT, make-up tests are administered on the second day after the subtest is given, and continues to be administered within the dates of the designated testing period. English Language Learners with disabilities are provided with testing accommodations indicated by their IEP or 504 Plan, with two exceptions: The reading subtest is not read to any student and during the writing subtest, students do not receive assistance with or have their responses corrected for spelling, grammar, paragraphing, or punctuation. All pedagogue personnel rendering assistance to ELLs with disabilities during the

NYSESLAT receive proper training on how to do so. The school supplies CD players for administering the listening subtest to students in grades 3 and above.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. When the NYSESLAT results become available, the score reports are printed from the L2RPT report provided by the state. Students who score at entering, emergent, transitioning or expanding are sent program entitlement letters. Students who are at the commanding level receive transitional support notification letters. All letters are written in the child's home language. Parents are asked to sign and return the letter indicating their notification. A copy of all the originals and the signed letters are kept in a binder. Prior to distributing the entitlement letters and transitional support notification letters, copies are made. Each classroom teacher receives an envelope and a class list containing the names of all students whose parents received the letters. The classroom teacher collects the signed letters as they are returned. Once a class set is completed the signed letters are placed in a binder that is organized by class. We follow up with parents who do not return the signed letter with phone calls and send additional letters home. All efforts for parental contact are documented.
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).  
Upon review of the Home Language Identification Survey and Program Selection Forms for the past few years, the trend of program choices at P.S 7 has been Freestanding ENL and Dual Language. Upon parents' selection of the program, students are placed accordingly. We adhere to parents' request and value their program choice. As a result of the Parent Survey, we have opened two dual language programs in Kindergarten.

## 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.  
We have both self contained English as a New Language classes which are taught by a dually certified ENL and common branch teacher. The self contained English as a New Language classes consist of a heterogeneous group of entering, emerging, transitioning and expanding students. Instruction is delivered by a teacher who is dually certified in English as a Second Language and Common Branch. We also have a push in model which consists of an ENL certified teacher pushing into ELA instruction and providing stand alone ENL based on the mandated minutes. Classes in which a push in ENL teachers provides instruction are heterogeneous classes with both ELL students and English Proficient students. Instruction in all content areas are provided through the workshop model.
  - b. TBE program. *If applicable.*  
Not applicable
  - c. DL program. *If applicable.*  
Dual language classes are heterogeneously mixed classes consisting of English Language Learners and English Language Proficient students. The dual language teacher is certified in Common Branch and has a bilingual extension in order to provide both the ENL instruction and native language instruction. Instruction in all content areas are provided through the workshop model.
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)?  
The organization of our staff ensures that the mandated number of instructional minutes are provided for all ELLs according to CR Part 154.2. The Dual Language teachers are certified in Common Branch, Bilingual Extension and/or ENL and these classes function as Self Contained ENL classes. We have five certified ENL teachers who push in to work collaboratively with the classroom teacher according to the class organization for either 360 minutes, 180 minutes, or 90 minutes per week. The Self-Contained ENL classes are taught by teachers who hold dual certification in Common Branch and TESOL. Students receive the mandated number of units of

support for ELLs as per New York State CR Part-154.2. All ELLs are grouped in classes according to mandated number of minutes. Self contained ENL classes are heterogeneously grouped.

a. Students in the Free Standing English as a New Language program receive all instruction in English. The New York State Commissioner's Regulations Part 154.2 determines how many units of ENL instruction each student should receive according to his or her English proficiency level as measured by the NYSITELL and/or the New York State English as a Second Language Achievement Test (NYSESLAT).

- All students are provided with high-quality instruction in English as a New Language utilizing scaffolding strategies in the delivery of each lesson.
- Entering and emerging students receive 360 minutes of ENL instruction per week. Both Entering and Emerging students receive 180 minutes of stand alone ENL per week and 1 unit of integrated ENL/ELA.
- Transitioning and expanding students receive 180 minutes of ENL/ELA instruction per week.
- Commanding students receive 90 minutes of ENL instruction per week within the content areas.

Instruction is differentiated and scaffolded to ensure academic success.

- The workshop model of instruction is used in order to provide opportunities for utilizing specific second language teaching methodologies.
- All ELL students are grouped within the classes according to their language proficiency levels to meet their specific instructional needs. All students in the Dual Language program develop their second-language skills while learning content knowledge in both languages. Content area instruction is taught separately, one day by the cluster teacher in English and the next day by the Spanish Dual Language teacher

3. Describe how 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.

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

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

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

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

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

- Small Group Instruction – Daily with various groups within the reading, writing and math workshops. This may consist of guided reading, strategy lessons, shared reading, word work, read aloud, shared writing, story telling, and dramatization. At this time ELLs receive small group instruction, one-on-one conferences, partner reading, etc.
- Content area instruction uses ENL methodologies through the Universal Design for Learning Framework such as: scaffolding, realia, TPR, and hands on experiences.

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

- Social Studies - Classroom teachers scaffold academic vocabulary development by using pictures and photographs to support the vocabulary. When possible, classroom trips connected to the content instruction are planned to facilitate in building meaning.
- Math Workshop -Students interact with the math content by using manipulatives. Teachers also scaffold learning by previewing content specific vocabulary with English Language Learners.

Dual Language:

We have a Dual Language Program which is developmental, and language-enriched. Four certified teachers (one in kindergarten, one in first grade, one in second grade and one in third grade) work to instruct the students in two languages (English/Spanish). English proficient and native language proficient students are paired to receive instruction in two languages. These classes are heterogeneously grouped. Content area instruction is taught separately, one day by the cluster teacher in English and the next day by the Dual Language teacher in Spanish. Our Dual Language program promotes bilingualism, multiculturalism, and bi-literacy for our children. Three of the Dual Language classes are self-contained. We also have two side by side dual language classes in which students receive instruction in Spanish by a certified bilingual teacher and instruction in English by a dually certified ENL teacher. All students in the Dual Language program develop their second-language skills while learning content knowledge in both

languages and as emergent literacy is taught simultaneously. We provide Native Language support through the purchase of books translated into the various languages represented at the school. Additionally, when new admits enter into the school, teachers partner them, to the extent possible with students who speak the same language.

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

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

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

We assess reading using Teachers College Running Records, we assess writing using Teachers College rubrics. We also assess writing using CCLS aligned rubrics which assesses students' writing across 7 benchmark traits. We assess listening and speaking using a language acquisition checklist. Additionally, students are assessed daily through ongoing formative assessments in the four modalities. These assessments are tracked on checklists. After the data has been analyzed, teachers create strategy groups in order improve students' performance.

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. Currently we have no SIFE students. In order to meet their needs we have the following plan of action in place:

Classrooms will have a Leveled libraries that ranges from two levels below to one level above the SIFE student's identified reading level. The Guidance Counselor will provide an emotional as well as affective factors profile of the SIFE student. SIFE students will be screened for learning disabilities. Cultural and family background will be addressed for a complete picture of SIFE student. SIFE students will receive differentiated instruction – grouping by ability, need(s), and targeted skills. SIFE student will be serviced through ENL and the RTI Tiered Intervention

b. Newcomers: All ELLs are provided with the Common Core Learning Standard instruction in both content and literacy areas. The language arts instructional component is delivered using instruction in English with the use of ENL methodology. Instruction is differentiated for ELL students with the use of scaffolding, extensive modeling, and other ENL strategies. These strategies may include activating prior knowledge, building new experiences, using visuals and vocabulary enrichment. Teachers scaffold at different levels during the reading workshop, and during the writing workshop. Teachers develop oral and written language through shared reading and shared writing language experiences. Teachers provide an anxiety-free environment by pairing newcomers with buddies who speak the same language or help them learn English through interpersonal communication and an after school and/or Saturday Title III program.

c. Our plan for Developing ELLs receiving services is the same as above. All ELLs are provided with the Common Core Learning Standard instruction in both content and literacy areas. The language arts instructional component is delivered using instruction in English with the use of ENL methodology. Instruction is differentiated for ELL students with the use of scaffolding, extensive modeling, and other ENL strategies. These strategies may include activating prior knowledge, building new experiences, using visuals and vocabulary enrichment. Teachers scaffold at different levels during the reading workshop, and during the writing workshop through differentiated instruction.

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

e. Our plan for former ELLs is to provide students with differentiated instruction with the use of scaffolding techniques and ENL methodologies. The students receive guided reading and strategy lessons in order to continue improving reading and writing skills. Former ELLs receive, for the next two years, testing accommodations on City and State exams as well as in classroom assessments. The students are invited to join afterschool and Saturday Academy programs. These students receive individualized/small group instruction by classroom, after school Title III program and ENL teachers. Former ELLs continue to receive the time and a half testing accommodation for all tests.

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.

We initiate a review of the ELL status determination upon receipt of a written request from any of the following:

- A student's parent or guardian

- A student's teacher (if the teacher's request includes written consent from the parent or guardian)

There are two phases for the Re-identification process:

**PHASE 1:**

The Re-identification Process must be completed within 10 school calendar days of receipt of written notice; however, if the CSE must be consulted, the process must be completed within 20 school calendar days.

The Re-identification Process consists of the following steps:

1. School receives written request to initiate the Re-identification Process (e.g., parent writes letter to principal).
2. School reviews all documents related to the initial or reentry identification process detailed above.
3. School reviews the student's work in English and in the home language.
4. School may administer the NYSITELL to the student if the original determination was that the student should not be administered the NYSITELL. Under no circumstances can the Re-identification Process include a second administration of the NYSITELL.
5. School consults with parent or guardian.
6. School conducts and reviews the results of a school-based assessment, administered by qualified personnel as defined by CR Part 154-2.2(u)4, of the student's abilities in listening, speaking, reading and writing in English.
7. Appropriate staff consults with the Committee on Special Education (CSE) if the student is a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write or listen in English.
8. Based on the recommendation of the qualified personnel, the school principal determines whether to change the ELL status or not. Written notification of the decision in the parent's preferred language must be sent to the parent or guardian (and the student if he/she is 18 years of age or older). If the recommendation is to not change the ELL status, no further actions are necessary; if the recommendation is to change the ELL status, the process continues.
9. Upon receipt of signed notification acknowledging the principal's recommendation to change the ELL status from the parent or guardian or student (if he/she is 18 years of age or older), the relevant documents and recommendation are sent to the superintendent (or designee) for review and final decision.
10. Written notification of the decision is sent from the superintendent to the principal, parent, guardian, and student (if he/she is 18 years of age or older) in the parent's preferred language within 10 school days of receipt of documentation from the principal. If the decision is to not change the ELL status, no further action is necessary. If the decision is to change the ELL status, the student's program must be modified accordingly.
11. All notifications and relevant documents must be kept in the student's cumulative folder.

**PHASE 2:**

Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal, must review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with a qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student as defined in CR Part 154-2.3(j) and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, he/she must consult with the superintendent or his/her designee. Final decision notification must be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.

8. 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?

P.S. 7 differentiates instruction and adapts curriculum to meet the needs of ELL-SWDs within the least restrictive environment. ELL students with disabilities whose IEP recommends ENL are provided with an instructional plan which adheres to the IEP mandates. Short and long term goals are adhered to. Well equipped literacy centers, leveled libraries, differentiated instruction, small group instruction with the use of scaffolding techniques at different levels as well as extensive modeling are provided. Language Acquisition Checklists are used to drive content area instruction as well as language development. Reading instruction includes the explicit teaching of skills such as: reading comprehension, retelling of a story using key details, main idea, writing about reading, the sequence of a story and character development. Special education teachers use the promethean board in order to promote students active participation. Services in ENL are provided according to CR-Part 154.2 based on NYSITELL and NYSESLAT scores through the push-in model during content area instruction in order to accelerate English language development. ENL-SWDs teachers develop Tier II vocabulary and sentence structure. We use RAZ\_Kids in literacy in order to provide students with an auditory and visual representation of levels books. Students also have individual Go Math Think Central accounts in which they receive differentiated support based on their needs. Think Central provides videos on math concepts to reinforce in class instruction.

Chart Teachers embed content area instruction (science, social studies, math, art, and music) throughout the day. Teachers use hands on materials and visuals in order to support content area instruction.

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?

Teachers of ELL-SWDs have reorganized their schedule in order to ensure that there is a block of time devoted to shared reading. Additionally, based on teacher recommendation, we mainstream students into general education classes during areas of students' strengths.

**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	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> 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.

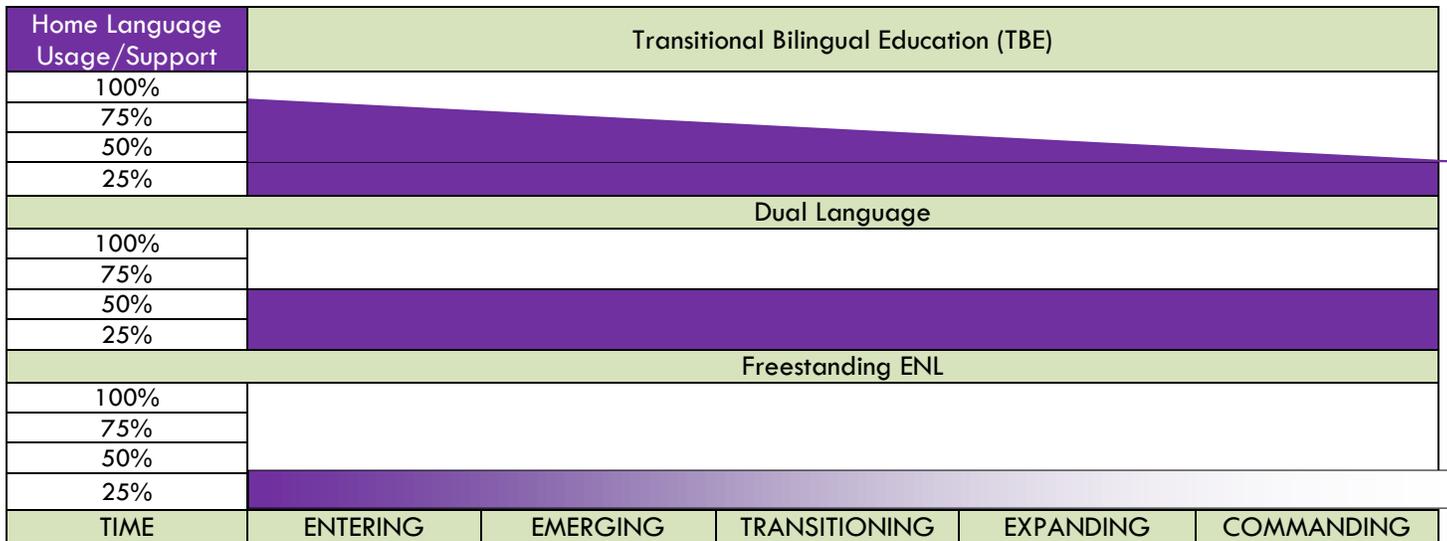


\*Note: “other approved services” does not apply to New York City at this time.

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. The targeted intervention program utilized at PS 7 for ELLs in ELA follows the Response to Intervention tiered program aimed at closing the achievement gap for our at risk learners. Entering and emerging ELLs receive support developing their oral language through shared reading and through language experience approaches. Students develop concept vocabulary through realia and authentic experiences. Transitioning and expanding ELLs receive targeted literacy/language support in the classroom by the classroom teachers, ENL teachers, and AIS teachers. This intervention support consists of a variety of supports included shared reading, Foundations, oral language development, guided reading, shared writing, and interactive writing. Students are taught individually and in small groups. In addition to the support from teachers, students work collaboratively with students who are more proficient in the English language. Students also have access to the online program RAZ-Kids. RAZ-Kids is a leveled reading program. Students access the program both in school and at home. English language learners who continue to need more intensive support in literacy (students who are a year or more below grade level) receive Tier II instruction by either an ENL teacher or an AIS teacher. In order to promote academic achievement in reading, the RtI team members were carefully selected in order to include a range of experts. The RtI team consists of: The principal, Assistant Principals, AIS teachers, ENL teachers, the bilingual school psychologist, Guidance Counselor and the Literacy Staff Developer.
- Students who do not make sufficient progress in Tier II as demonstrated by running records, interim assessment and ongoing formative assessment enter into Tier III. The program that is used for both Tier II and Tier III RtI is called the Wright Group Early Reading Intervention Program. The Wright Group Reading Intervention Program is a research based program consisting of fluency, vocabulary, comprehension, and phonics. Additionally, Tier II and Tier III instruction consists of an oral language development program by Mondo. Students who receive Tier II instruction are pulled out in small groups of no more than five two times a week for 45 minutes. Students who receive Tier III instruction are pulled out in small groups of no more than three two times a week for 45 minutes.
- The extended day and Title III after-school programs offered at P.S. 7 are aimed at helping students meet and exceed the NYS Common Core Learning Standards in literacy and math. Title III Early Bird, after school, and Saturday program ELA, ENL and math are provided to first, second and third grade students. During the spring, the Kindergarteners are provided with an Early bird program in ELA and ENL. Students are taught individually and in small groups in order to assist them in building basic language skills in listening, speaking, reading and writing. Extended day is geared towards At-Risk students. It reinforces and reviews strategies and skills taught in the classroom to improve academic performance through one-on-one and small group instruction. Guidance counseling addresses emotional, social and behavioral needs/weaknesses in order to improve student achievement. This is facilitated in each grade level, one-on-one and in small groups during the school day. At-Risk services are provided by Guidance Counselors on an as-needed basis. The occupational therapist and physical therapist meet with students during the school day individually in order to meet their needs as specified on each child's IEP. At-Risk's speech is offered to students in grades K-3 during the school day individually and in small groups to meet the needs specified on each child's IEP.
- In math, teachers provide small group and one on one instruction to students who need academic intervention. We currently use Go Math, which provides options for differentiation such as reteach, Tier II instruction, Tier III instruction, and enrichment activities. In social studies, teachers provide small group and one on one instruction to students who need academic intervention. In science, teacher provide small group and one on one instruction to students who need academic intervention. Dual language teachers provide small group differentiated instruction to support Spanish speaking students who are struggling.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- At the school level, we track the effectiveness of our programs using the following assessments: NYSESLAT, TC Running Records, the Language Acquisition Checklist, the New York City Performance Assessment and Go Math Assessments. We administer running records five times a year (four times a year in kindergarten) and the New York City Performance Assessment two times a year, and writing interim assessments are administered two times a year. Teachers track oral language development every month using the Language Acquisition Checklist. The Go Math Assessment is administered 3 times a year (Beginning of Year, Mid-Year, and End of Year).
- In March 2015 and May 2015 we administered Performance assessments in grades K-2. The assessment analyzes writing through seven different traits. A comparison of the English Language Learners to students who are English Language Proficient yielded similar progress for both groups of students indicating that our English Language Learners are making progress commensurate with our English Proficient students across all seven traits.
- In addition to the school level assessments, classroom teachers assess their English Language Learners on a daily basis through checklists, conference notes, and rubrics. Content area teachers using checklists and rubrics to ensure that students are both developing content area vocabulary and using that content vocabulary in speaking and writing
12. What new programs or improvements will be considered for the upcoming school year?
- In order to improve writing performance we will be using Teachers College Reading and Writing Units of Study.
13. What programs/services for ELLs will be discontinued and why?

Although we will continue using ReadyGen for close reading, we have decided to restructure the program so that students will spend considerable more time reading just right texts, discussing texts with partners and writing to sources, in addition to the time spent participating in the close reading of rigorous texts.

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

P. S 7 is committed to ensuring that ELL students are provided opportunities to achieve the same educational goals and standards as the general education population. ELL students are afforded equal access to all school programs. Parents of ELL students are notified of the Title III after school program in Literacy, Math and ENL. The teachers working in the literacy, math and ENL after school program are mastered and fully certified. Foundations in grades K, 1 and 2 is currently in use in our ENL after school/Saturday programs. Teachers complete a recommendation form in order to identify students who should be invited to this program. Parents/guardians of students who have been recommended into this program receive an invitation letter/permission slip translated into the preferred language (English, Spanish, Chinese and Bengali). We track students who have been recommended to the program as they return the permission slip. Students who don't return the permission slip received a second follow up letter. This program provides systematic, strategic and intensive instruction in phonological and phonemic awareness, phonics, vocabulary, comprehension, fluency and writing. The after school math program incorporates vocabulary development through the introduction and use of mathematical sight words and terminology. Oral language development is enhanced through the practice of problem solving and the sharing of strategies used to solve math questions. Reading and writing skills will also be improved as students strategize and solve problems based on the Common Core State Standards. The goals of this program include: Increasing the use of manipulatives and games to enhance problem solving skills, collecting math data to provide more small group partner work, increasing higher order thinking skills through the use of read aloud with accountable talk and problem solving.

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.

At P.S. 7 technology plays a big role in the students' academic life. Teachers have been provided with Promethean boards and laptops to aid in the teaching of math, reading, writing, social studies, science and phonics. All teachers at P.S. 7 have been provided with technology programs such as Brain Pop, Brain Pop Jr., Brain Pop ESL, Learning A-Z, Raz-Kids, and Reading A-Z. Administrators, lead teachers and staff developers, consistently model teaching strategies and learning process for specific grades.

The use of laptops with visual clues to help students understand and interpret word problems through interactive smartboards. As a school recognized for implementing technology, we have found that the computer is a supplemental teaching tool that can facilitate learning in a variety of ways. It plays an integral part in providing ELL students with valuable language experiences as they learn a new language. Laptops for the students, scanners, promethean boards are used to enhance ENL instruction. Laptops are used to write stories, internet research, podcasting, and blogging. Scanners are used to scan stories and lessons onto the Promethean boards. The laptops will allow students to become active learners through the use of technology in a one-on-one environment. Laptops provide a rich, contextual environment for ELL students as they learn vocabulary in context along with visual clues to help them understand.

In math ELL students are provided with visuals to aid their comprehension of mathematical vocabulary. Additionally, students are provided with concrete manipulatives such as counters, base 10 blocks, clocks, and number grids in order to support their understanding of abstract mathematical concepts. In science students are provided with hands on experiences in order to understand scientific concepts. In order to support language development, ELLs are provided with sentence starters to be used as models in both writing and speaking. This facilitates the ELLs development of the English Language.

We all provide native language materials through our "Lending Library" in which families can borrow books translated into the different language represented at our school.

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

We have a lending library with books in several language so that parents/guardians can read to their children in their home language. Additionally, we have purchased books in Spanish for the Dual Language program. Additionally, when beneficial, students who speak the same home language are partnered together for class conversations.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

ELLs are placed in grade appropriate classes based on their age. We purchased leveled books in the Content Area based on grade level. We are using Santillana Spotlight on English during the after school Title III program, which is a program for ELLs based on their grade level. This program

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).

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19. What language electives are offered to ELLs?

At present, we do not have any language electives in 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) ELPs 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)?

a. In grades 1-3 we use a self contained dual language model. In kindergarten we have two side by side dual language classes. We follow an alternating schedule whereby one day is conducted entirely in English and one day is conducted entirely in Spanish. The students to receive an equal amount of instructional days in each language (Spanish/English). The students are not separated for language instruction. English proficient and native language proficient students are paired to receive instruction in two languages. These classes are heterogeneously grouped. ELPs and ELLs are integrated for 100% of the instructional day. Students alternate each day between English and Spanish instruction. The classroom teachers in the self contained dual language classes teach ELA, math, science, and social studies. We have one certified ENL teacher and one certified bilingual teacher in the two side by side dual language kindergarten classes. The certified bilingual teacher solely teachers in Spanish.

b. Social studies and science instruction are provided by both the classroom teacher (Spanish speaking classroom teacher in the side by side model) as well as one period a week by a certified bilingual teacher.

c. Dual language teachers set up the classroom so that English and Spanish are separated by color. The students are taught that a specific color corresponds to a given language. Classrooms are set up so that the English side mirrors the Spanish side. For both languages, teachers have ELA word walls, math word walls, and content area word walls.

d. Both languages on alternating days.

## 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.)

1. Professional Development for teachers, assistant principals, literacy coach, paraprofessionals, guidance counselors, special education teachers, science teachers, social studies teachers, art teachers, physical education teachers, technology teachers, psychologists, OPTs, speech therapists, parent coordinator, and staff responsible for the delivery of instruction and services to English Language Learners are conducted throughout the school year. Records of meetings are maintained by sign-in sheets and agendas. Professional development occurs on Monday, during professional development as well as during Election day and Chancellor's Conference days.

Per diem subs will be hired to cover ENL/Dual Language and Bilingual teachers when attending off site and in-house professional development for ELLs (DL conference, In-house PD with DL and Self-Contained ENL teachers).

We plan to offer the following workshops throughout the 2015-2016 school year:

ENL methodology and strategies for close reading

ENL methodology and strategies for close reading

The impact of formative assessment on student learning: differentiated tasks to support the language and cognitive needs of ELLs.

Differentiating instruction to meet the needs of ELLs

v The use of shared reading to improve the oral language development of ELLs (specifically entering and emergent ELLs)

Providing ELL readers with the support they need to take the ELA, NYSESLAT, Science, and Math exams.

Cultivating oral skills in ELL students to support academic success

Scaffolding and instructional strategies for teaching ELLs in all content areas.

Strategies for ELLs: meeting the needs of ELLs in the classroom

NYSESLAT, and other assessments.

Student writing groups: focusing on differentiating strategies to implement during Teachers College Writing Workshop, ReadyGen close reading, and Go Math.

v Using the NYSESLAT performance level descriptions across the four modalities in order to differentiate instruction.

Additionally, administrators, lead teachers, and staff developers will consistently model strategies to meet the needs of ELLs.

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?

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

E NL methodology and strategies using Foundations.

E NL methodology and strategies for close reading

The implementation of a new course of study for the English Language Learners (ELLs) in the district. The course of study is based on the Common Core Learning Standards for English Language Learners (ELLs).

The use of shared reading to improve the oral language development of ELLs (specifically entering and emergent ELLs) in the district. The course of study is based on the Common Core Learning Standards for English Language Learners (ELLs).

The use of shared reading to improve the oral language development of ELLs (specifically entering and emergent ELLs)

The use of shared reading to improve the oral language development of ELLs (specifically entering and emergent ELLs) in the district. The course of study is based on the Common Core Learning Standards for English Language Learners (ELLs).

The use of shared reading to improve the oral language development of ELLs (specifically entering and emergent ELLs) in the district. The course of study is based on the Common Core Learning Standards for English Language Learners (ELLs).

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The use of shared reading to improve the oral language development of ELLs (specifically entering and emergent ELLs) in the district. The course of study is based on the Common Core Learning Standards for English Language Learners (ELLs).

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

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

upcoming principal visits our school for a meet and greet in May. Additionally, students visit the 51st Academy in June.

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.

The administration ensures that all staff receives the mandated time (5.25 hours per year across 5 years for all teachers and 17.5 hours per year across 5 years for bilingual education/ENL teachers) for ELL training during staff development days, in-house differentiated professional development, and study groups. The agendas and attendance are kept in a PS 7 Professional Development binder. Teachers maintain their individual records of professional development. The following professional development is offered to teachers of ELLs in supporting ELLs as they engage in the Common Core Learning Standards:

E N L m e t h o d o l o g y a n d s t r a t e g i e s u s i n g F u n d a t i o n s

E N L methodology and strategies for close reading

T h e i m p o r t a n c e o f m e a n i n g f u l c o n t e x t - e m b e d d e d a s k s t o s u p p o r t t h e l a n g u a g e a n d c o g n i t i v e n e e d s o f E L L s .

D i f f e r e n t i a t e d i n s t r u c t i o n t o m e e t t h e i n d i v i d u a l n e e d s o f E L L s .

v The use of shared reading to improve the oral language development of ELLs (specifically entering and emergent ELLs)

P r o v i d i n g E L L r e a d e r s w i t h t h e s u p p o r t t h e y n e e d t o t a k e t h e E L A , N Y S E S L A T , S c i e n c e , a n d M a t h e x a m s .

C u l t u r a l s e n s i t i v i t y t o w a r d E L L s t u d e n t s c o m i n g f r o m d i v e r s e e t h n i c b a c k g r o u n d s a n d t h e i n f u s i o n o f m u l t i c u l t u r a l t h e m e s i n t h e s c h o o l c u r r i c u l u m .

S c a f f o l d i n g a n d i n s t r u c t i o n a l s t r a t e g i e s f o r t e a c h e r a c h i n g E L L s a l l c o n t e n t a r e a s .

S t r a t e g i e s t o m e e t c i t y a n d s t a t e s t a n d a r d s a n d p r o v i d e t e a c h e r s w i t h a c l e a r f a m i l i a r i t y o f E L A , N Y S E S L A T , a n d o t h e r a s s e s s m e n t s .

S t u d y g r o u p s w i l l b e c o n d u c t e d s p e c i f i c t o t h e n e e d s o f E L L ' s f o r c u s i n g o n d i f f e r e n t i a t e d i n s t r a t e g i e s t o m e e t t h e i n d i v i d u a l n e e d s o f E L L s .



### 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?

Teachers schedule individual conferences with parents of ELLs in order to discuss their child's language development progress and language development needs in all content areas. Teachers use Tuesday Parental Engagement time to meet individually with students' parents. Teachers keep individual records of meetings/phone calls/letters in order to ensure that all ELL parents/guardians meet at least once individually with the teachers. In order to meet the preferred language communication of the parents/guardians we provide translation either through designated translators in the school or by using the NYCDOE translation system.

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.

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

Ongoing workshops are provided for parents in order to help them acquire the skills needed to assist their children in the development of print strategies and phonemic awareness, which are essential for student's success. The expertise of staff members including literacy, math, and technology experts will be utilized in workshop presentations. The ELL parents are also involved in Parent Association activities held at the school, such as picture day, family nights, and holiday celebrations.

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

- Basic parent orientation materials are available in the dominant languages of the school's ELL population. Curriculum letters are sent home monthly translated in Chinese, Bengali and Spanish.

- All parents of ELLs are notified annually or as the need arises in the language of their preference about program choices available.

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

- The Parent Coordinator, Administration and Literacy Coach are active liaisons between the school and parents.

- Materials and notification letters are available in the preferred languages.

- The school provides translation/interpretation services to help parents communicate in their native language with school personnel.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?  
During the 2015-2016 school year we will continue with the Cornell Nutrition workshops for our parents. This will be presented in Spanish and English and emphasize good nutrition and exercise habits with sample food preparation demonstrating. Parents will receive a certificate at the end of the eight week program. This program has been very successful and well attended by parents
5. How do you evaluate the needs of the parents?

The Parent Coordinator and School Leadership team analyzes the DOE school survey and uses the information gathered to address parent needs. P.S 7 administration and staff has an open door policy with all parents. Our parents are actively involved in their child's education. Parents are also asked to complete a survey, which has been translated into Spanish, Chinese, and Bengali, at the end of each workshop to determine its effectiveness and suggestions for future workshops.

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

The Parent Coordinator implements an Adult ENL Program two mornings per week in the cafeteria for parents of English Language Learners. In addition to presenting grammar and speaking skills, the Parent Coordinator incorporates vocabulary, history, and map skills into the program to enrich and provide more understanding of the weekly lessons. She also makes suggestions for using these skills while working with their children, so that the ENL class becomes a mini parent workshop as well. The Parent Coordinator organizes curriculum workshops with the appropriate staff (Administration and Literacy Coach) throughout the year with an emphasis on Math, English Language Arts and NYSESLAT. In the Spring our Administration, Parent Coordinator and Literacy Coach conducts an orientation for incoming Kindergarten/new admits' parents to familiarize them with the school. The Parent Coordinator makes parents aware of the various events occurring in the school to encourage participation. Every other month the principal has

a Principal/Parents meeting in which the parents are informed of the Title I money, the new teacher evaluation system-Advance, ReadyGen and Go math overview. In addition, during these meeting parents are given professional development such as: How to conduct read aloud, and share reading with their children at home. How to teach math at home, and How to use technology. In February State ELA and Math workshops are scheduled for all third grade parents in order to enable them to help their children prepare for these examinations. In addition a similar workshop regarding the NYSESLAT is provided to all ELL parents in March. This is especially important for ELL parents in order to gain an understanding of the concepts their children are learning in class to help them at home. In the Spring, the Assistant Principals and the Parent Coordinator organize a Family Math/Literacy Night. Many ELL families attend (translators in Spanish/Chinese are available). This provides incentive for parents participate with their children to learn math/literacy games that they can also play at home. The Parent Coordinator is available to support the needs of all parents and offer ideas on how to help their children. A monthly calendar including parent news and workshops is sent home to parents and emailed to those who provide an email address to the school. Parents are kept informed of all the instructional programs offered at P.S. 7, as well as the school's goals and expectations. The school provides translators at orientation meetings, workshops, and parent-teacher conferences to help parents understand the information presented as well as to communicate with the school personnel. Kindergarten families are participants in the Cool Culture Literature Without Walls Program. Families receive a pass allowing them to go free to 90 cultural venues throughout the city. Families are encouraged to introduce their children to art museums and zoos and to have their children write about what they have seen and learned in the classroom and in journals. Many families have found this to be a wonderful family learning experience. We also have a lending library which is available to all parents to borrow books weekly in different languages. The lending library is a form of encouraging the children to read a variety of books chosen by their parents at their reading level and above and offering a variety of non-fiction and bilingual books.

#### **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:

School Name: _		School DBN: <u>24Q007</u>	
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)
Sara Tucci	Principal		10/30/15
Naomi Landau	Assistant Principal		10/30/15
Yessenia Romero	Parent Coordinator		10/30/15
Orit Sperber	ENL/Bilingual Teacher		10/30/15
	Parent		1/1/01
Keren O'Shaughnessy	Teacher/Subject Area		10/30/15
Leigh Pena	Teacher/Subject Area		10/30/15
Kathy Hartney	Coach		10/30/15
	Coach		1/1/01
Ruth Gonzalez	School Counselor		10/30/15
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

**2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN**

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

DBN: **24Q007** School Name: **Louis F. Simeone**  
Superintendent: **Madel**

**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](http://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**

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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.

Within 10 days of a students' enrollment, we determine the primary language spoken by the parent/guardian of each student enrolled in the school and if such language is not English, whether the parent requires language assistance in order to communicate affectively with the school. We determine the language preferences for the parent community based on the ATS report of preferred languages, blue card data, and parent surveys.

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.

English, Spanish, Chinese, Bengali, Urdu, Korean, Gujurati, Indonesian, Nepalese, Thai

## Part B: Creating a Communications Calendar

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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.)

Monthly Curriculum Letters  
Meetings and Workshops (On going basis)  
Cell phone policy  
Afterschool and Saturday Academy (as needed)  
Title I Meeting (September)  
Testing Memos and Results (August, September, March, April)  
Entitlement Letters (September)  
Placement letters (September)  
Orientation letters (September)  
Back to School Welcome Letter (September)  
Vacation Homework Packets (December, February, April)  
Student of the Month (monthly)  
Kindergarten Registration (April)  
Principal/Parent Meetings (monthly)  
Meet the Teacher Night (September)  
Enrichment Activities such as Family Math and Literacy Night, School Carnival (as needed)  
Parent Teacher Conferences (November, March, May)  
RAZ Kids Informational Letters (as needed)  
Special Education and Related Services (as needed)  
Class transfers (as needed)  
Safety Meeting

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.

Parent Teacher Conferences (November, March, May)  
Curriculum Night (September)  
Monthly Principal/Parent Workshops  
Tuesday Parental Engagement (weekly on an individual and/or small group basis)  
Guidance Counselor calls and meetings (as needed)  
Teacher - Parent phone conversations and in person meetings (as needed)  
Administration-Parent phone conversations (as needed)  
Parent Association Meetings  
Meetings with School Nurse (as needed)  
Special Education meetings with parents (as needed)  
Meetings regarding safety  
Disciplinary meetings

## Part C: Providing Language Assistance Services

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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.

All written communication is sent to the Translation Unit a month in advance to provide for timely translation. Additionally, we have in house staff members who provide written translated communication as needed in the major language spoken at the school. We have a roster indicating bilingual staff members and the language spoken to be called upon request.

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.

We provide oral translation in house staff through translators. When needed for languages that we can not translate in house, we call the Translation and Interpretation Unit.

## Part D: Training Staff on Policies and Procedures

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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.)

Staff members are provided with the data from the HLIS in order to meet the language needs of the parents/guardians. Staff members are also provided with the NYC Department of Education Translation and Interpretation Unit Brochure which contains the pertinent information for translation. Staff members have received a copy of the "I Speak..." card which includes the phone number for over the phone interpretation. Staff members will receive training on translation and interpretation services.

## Part E: Providing Notice of Language Assistance Services

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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

In order to fulfill the parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663 we:

1. Provide each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities.
2. Post a sign in each of the covered languages indicating the most prominent covered languages and indicating the availability of interpretation services at the gate entrance to the school as well as next to the Security desk.
3. Create a safety plan that contains procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers.
4. Provide the parents/guardians with the NYCDOE website in order to for parents to obtain information in each of the covered languages concerning the rights of the parents to translation and interpretation services and how to access such services.
5. Provide translated documents for all languages in which parents of more than 10% of the children speak using the Translations Department.
6. All notification documents can be found at the Translation and Interpretation Unit's intranet site: [https://intranet.nycboe.net/SchoolSupport/translation\\_and\\_interpretation\\_unit](https://intranet.nycboe.net/SchoolSupport/translation_and_interpretation_unit).

## **Part F: Monitoring and Quality Control**

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

After each workshop, parents are asked to complete a survey, which has been translated into various languages, indicating their satisfaction of the workshop provided. Additionally, when analyzing the results from the 2013-2014 NYC School Survey, 94% of the parents indicated that they strongly agree and agree to the follow statement: "my child's school makes it easy for parents to attend meetings by...providing an interpreter." Additionally, 97% of parents either agreed or strongly agreed that that school communicates in a language that I can understand."