

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

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

**31R007**

**School Name:**

**I.S. 007 ELIAS BERNSTEIN**

**Principal:**

**NORA DE ROSA**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Elias Bernstein Intermediate School 7 School Number (DBN): 31R007  
Grades Served: 6, 7, 8  
School Address: 1270 Huguenot Avenue, Staten Island, New York 10312  
Phone Number: 718-697-8488 Fax: 718-967-0809  
School Contact Person: Joseph Mennella Email Address: JMennel@schools.nyc.gov  
Principal: Dr. Nora De Rosa  
UFT Chapter Leader: J. Caccioppoli  
Parents' Association President: A. Bogad  
SLT Chairperson: G. Dalton  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): N/A  
Student Representative(s): N/A

**District Information**

District: 31 Superintendent: A. Lodico  
Superintendent's Office Address: 715 Ocean Terrace, Staten Island, New York 10301  
Superintendent's Email Address: ALodico@schools.nyc.gov  
Phone Number: (718) 420-5657 Fax: (718) 420-5677

**Borough Field Support Center (BFSC)**

BFSC: \_\_\_\_\_ Director: K. Moran  
Director's Office Address: 715 Ocean Terrace, Staten Island, New York 10301  
Director's Email Address: KMoran2@schools.nyc.gov  
Phone Number: (212) 374-4254 Fax: (718) 556-8333

## 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)
Dr. Nora De Rosa	*Principal or Designee	
J. Caccioppoli	*UFT Chapter Leader or Designee	
A. Bogad	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
J. Mennella	Member/ Assistant Principal	
G. Dalton	Member/ Teacher	
M. Scheiper	Member/ Teacher	
M. Ginocchio	Member/ Parent	
L. LaPointe	Member/ Parent	
S. Goldstein	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
P. Cupo	Member/ Parent	
	Member/	

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

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

#### **Strong Schools, Strong Communities**

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

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

#### **The Framework for Great Schools and CEP Development**



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

<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.

Elias Bernstein Intermediate School 7 is located in the Huguenot section of Staten Island and serves the communities of Eltingville, Annadale, Huguenot and part of Princess Bay. This intermediate school serves a population of approximately 1236 students from a predominately white, middle-upper class neighborhood. The school building is well-maintained, and students' work is prominently displayed, as a source of pride and achievement.

According to the latest available ethnic data, 87% of the students are White, 7.5% are

Hispanic, .65% are Black, 4.6% are Asian and .24% are American Indian. Additionally .81% students are English Language Learners (ELLs). The student population is heterogeneously grouped within each grade with the exception of our SPE Honors Program. In general education, we have twelve sixth grade classes, twelve seventh grade classes, and twelve eighth grade classes, with an average of 33 students in each class. In Special Education, we have one 12:1:1 which consists of 6, 7, 8 grade students, three 12:1 classes in the sixth, seventh and eighth grades and 11 ICT classes spread amongst the three grades.

IS 7 is committed to uniting staff, parents and students in cooperative efforts to develop the intellectual, creative, social and physical capabilities of our students in an educational environment that is safe, caring, trusting, challenging and respectful of the rights of others. The Instructional Bottom Line is "We believe that students learn best through instructional coherence and academic rigor by consistently modeling effective strategies across the content areas and using assessment and developing questioning to advance student learning. In an effort to strengthen instruction and improve student performance we have prioritized assessment within the classroom by making it the spearhead of our Professional Learning Cycles.

The decision to strengthen assessment within the classroom was based on data collected via formal and informal observations, PPO feedback, Book Clubs, Inquiry Meetings and Common Planning sessions. In addition, we reviewed item skills analysis from the NYS ELA and Math Exams to identify areas of concern relating to student performance and then developed assessment tools to support instruction and student growth.

Our long term goal is to increase the percentage of students meeting the state standards in ELA, Math, Science and Social Studies by 2016 and improve overall pedagogical practice.

In an effort to provide safe, interesting and professionally supervised activities for our students, IS 7 offers a wide variety of after- school programs. Some of the programs are self-sustaining, while others are funded through United Activities Unlimited, The Multi-Cultural After School Group and the NYCDOE funded CHAMPS Program. These programs include opportunities for students to enjoy reading, writing, art, basketball, football, jazz band ensemble, percussion ensemble, drama, dance, sports and games.

IS 7 continues to recognize the importance of maintaining positive community relations and support. To that end, we enjoy collaborations with several community-based organizations such as The Staten Island Foundation, Blue Heron Park, Westerleigh Park and Recreation Program and the Korean War Veteran's Association. Our students also participate in Community Awareness Walks to raise money and awareness such as The March for Babies, Light the Night, Breast Cancer Awareness Walk, Suicide Prevention Walk and several others. In addition students donated food to our "Bread of Life Food Drive", which will benefit the families and children directly in our community.

The IS 7 student population continues to outperform its peers in the surrounding community intermediate schools and schools across the city on the Science, ELA and Math State Exams as measured by student performance on the 2014 State Examinations. In addition our 2014-2015 SQR report boasts a Well-Developed quality review rating. According to the data collected in this report, we are exceeding target ranges in progress, achievement, and in closing the achievement gap. We also met the target on the environment rating.

### 31R007 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	1236	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	16	# SETSS	11	# Integrated Collaborative Teaching	44
Types and Number of Special Classes (2014-15)					
# Visual Arts	21	# Music	29	# Drama	12
# Foreign Language	35	# Dance	12	# CTE	N/A
School Composition (2013-14)					
% Title I Population	1.0%	% Attendance Rate			93.6%
% Free Lunch	25.2%	% Reduced Lunch			7.9%
% Limited English Proficient	1.0%	% Students with Disabilities			14.5%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.2%	% Black or African American			0.5%
% Hispanic or Latino	7.1%	% Asian or Native Hawaiian/Pacific Islander			5.3%
% White	86.7%	% Multi-Racial			0.2%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	11.34	# of Assistant Principals (2014-15)			3
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)			4
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	1.4%	% Teaching Out of Certification (2013-14)			1.4%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)			7.39
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	54.0%	Mathematics Performance at levels 3 & 4			58.1%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			78.8%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			100.0%
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		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	YES	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	YES	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			N/A
Economically Disadvantaged	YES				
<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.

**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, there will be a 3% increase in the percentage of Learning Targets that are directly aligned to the Common Core Learning Standards and is measured by formal and informal observations.

**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>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)</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>
<p><b>Professional Learning Communities:</b> Teachers and Paraprofessionals work together to improve student achievement within a routine-based cycle revolving around distributive leadership (theory, study, plan, implement, analyze and adjust). Teachers from each team participate</p>	<p>6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> Grade Teachers  Paraprofessionals</p>	<p>September 2014-June 2015</p>	<p>Principal,  Assistant Principals,</p>

<p>either in action research or the development of professional development using theory that discusses best practices. Every teacher team participates in an ongoing process of identifying the current level of student achievement, establishing a goal to improve the current level, working together to achieve that goal, and providing periodic evidence of progress. The team revolves around a learning organization with shared goals, collaborative teams focused on learning, collective inquiry into best practice and current practice, action experimentation, and commitment to continuous improvement to show progress in student achievement.</p>	<p>Service Providers</p>		<p>Lead Teachers,  Coach, School Staff and Network Support Personnel,</p>
<p><b>Ambassadors’ Professional Development:</b> Teachers from content areas attend PD meetings provided by our network. Members of the team turnkey the information to our teacher teams and implement the learned strategies and tools into their classrooms.</p> <p><b>Urban Advantage:</b> Five Science teachers from grades 6, 7, and 8 attend professional development sessions that revolve around a standards-based program designed to improve students' understanding of scientific inquiry through collaborations between urban public school systems and science cultural institutions. Members of the team implement the learned strategies and tools into their classrooms and discuss their lessons with the team to deepen their reflective practices.</p> <p><b>Compliance vs. Engagement-</b>Three Social Studies teachers attend professional development sessions conducted by the Superintendent about the process of engaging all learners during instruction by developing an understanding of compliance vs. engagement, studying the theory and applying best practices into daily lessons.</p> <p><b>Artful Learning Communities-</b> One music arts teacher engages in a form of professional development based on an inquiry process. The topic of inquiry is formative assessment. Professional development includes both direct instruction and inquiry learning in teachers’ own classrooms. The series of professional development sessions require teachers to create their own task aligned to a series of formative assessments embedded with best</p>	<p>6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> Grade Teachers  Paraprofessionals  Service Providers</p>	<p>September 2014-June 2015</p>	<p>Principal,  Assistant Principals,  Lead Teachers,  Coach, School Staff and Network Support Personnel,</p>

practices to encourage student-to-student and teacher-to-student assessment and feedback.			
<p><b>Inter-School Visitations-</b>Selected teachers from the English Language Arts team visit and welcome visitors from Elementary and Middle Schools to discuss and observe best practices aligned to the Common Core Learning Standards.</p> <p><b>Coach and Two Lead Teachers:</b></p> <p>The Special Education Coach and Lead Teachers support teachers within the classroom and outside of the classroom during common planning, one-to-one planning sessions, as well as grade/team professional development sessions.</p>	6 <sup>th</sup> , 7 <sup>th</sup> , and 8 <sup>th</sup> Grade Teachers  Paraprofessionals  Service Providers	September 2014-June 2015	Principal,  Assistant Principals,  Lead Teachers,  Coach, School Staff and Network Support Personnel,
<p><b>Common Planning Teams-</b> Teachers meet a minimum of four times a week to plan units of study, lesson plans, and/or analyze student work.</p> <p><b>Data Team:</b> During this time, teachers volunteer to examine and analyze school-wide data and classroom formative/summative data to identify patterns and trends. As a result, the data team develops a plan of action to address the needs and strengths of the school in order to develop coherence and structure through all grades.</p> <p><b>Professional Development Team:</b> Teachers and paraprofessionals design professional development to support the cycle, as well as support the distributive leadership model. The staff studies theory and best practices to help support all students in becoming successful learners. Once the theory is studied, teachers begin to implement, revise, and analyze the trends and patterns.</p>	6 <sup>th</sup> , 7 <sup>th</sup> , and 8 <sup>th</sup> Grade Teachers  Paraprofessionals  Service Providers	September 2014-June 2015	Principal,  Assistant Principals,  Lead Teachers,  Coach, School Staff and Network Support Personnel

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

<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.
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By January 2016, there will be a 3% increase in the percentage of teachers valued Effective within the Domain 1e and 3c of the Danielson Framework.

**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 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.

The 2013-2014 Learning Environment Survey (Teacher Portion), measured that 98% of the teachers feel safe at I.S.7. Also the data revealed that 100% of the staff either strongly agreed or agreed that order and discipline are maintained.

The 2013-2014 Learning Environment Survey (Student Portion), measured that 94% of the students feel safe in their classes. Also 94% of the students said that there are clear consequences for breaking the rules.

The 2013-2014 Learning Environment Survey (Parent Portion), measured that 98% percent of the parents feel that their child is safe at I.S.7. The data also revealed that 97% of the parents feel that there is an adult whom their child trusts and can go to for help with a problem.

The 2013-2014 Middle School Quality Snap Shot measures that 95% of teachers would recommend this school to parents. This is substantially higher than the citywide average, which is 78% and considerably higher than the district average, which is 82%.

As measured in the school environment portion, the 2013-2014 Middle School Quality Snap Shot indicates that 58% of the students say that most students at the school treat each other with respect. This percentage is slightly higher than the citywide average which is 57% and considerably higher than the district average which is 47%. When looking deeper into the data on the OYSD Online Occurrence Reporting System in 2014-2015 there were twenty-seven incidents that were coded as a B-08, which is “Engaging in verbally rude or disrespectful behavior.” Out of the thirty-eight B-08 incidents, the most common location within this infraction code occurred in the student cafeteria

### 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 2015, we will have a 3% increase in the percentage of students who feel respected by their peers as measured by students responses on the Learning Environment Survey and captured in the Middle School Quality Snap Shot

### 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 Supportive Environment in order to support their children at home.</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>
<p><b>Model Cafeteria School:</b></p> <p>This year we are viewing the entire process of “lunch time” with a new lens. In collaboration with the students we are working together to make the lunch not just a time to eat, but an experience for students to socialize, further support their academics and of course have fun. This process is forcing us to think outside the box. We are constantly observing the newly implemented items from the student lunch panel survey and incorporating feedback from the student body to enhance the students lunch period.</p> <p>We are tailoring our 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> Grade cafeteria periods based on student interest. The “Viking Lunch Panel” that consists of 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade students meets twice a month. After consulting with their peers, the Viking panel members bring back the ideas and suggestions of the I.S.7 student body. The panel discusses possible ideas that can be implemented during the cafeteria periods.</p> <p>We are decorating our cafeteria with canvases and murals that align with the themes of the “Leader in Me” program that we adopted the last few years through a grant from the SI Foundation.</p> <p>Age appropriate music is played from an Internet station through the cafeteria sound system while the students eat.</p> <p>We had a “Name the I.S.7 cafeteria contest”, Two 6<sup>th</sup> Grade students came up with the idea of “The Viking’s Galley”. These two students will be working with the Art Department and will create a mural that will display the new cafeteria name above both entrances of the cafeteria.</p> <p>To build off of the “Name the I.S.7 Cafeteria Contest”, the student panel came up with the idea that the area located</p>	<p>6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup></p> <p>Grade Students and staff</p>	<p>September 2014-June 2015</p>	<p>Principal, Assistant Principals, Staten Island Foundation, Franklin Covey Group,</p> <p>Grade Guidance Counselors,</p> <p>Grade Deans, Grade Coordinators, Parent Coordinator, Teachers,</p> <p>Parents and Students</p>

<p>outside of the cafeteria will be called “The Viking’s Cove”. This will be an area where students can peer tutor, and play table games. This smaller environment will provide an opportunity for students to relax so that they can reenergize for the second half of their school day.</p> <p>This year our library will be more accessible to students during the cafeteria time. We have increased the number of times that all three grades have access to utilize the library.</p> <p>Math, Science, Social Studies, and ELA teachers are volunteering their time to conduct 1:1 and small group tutoring sessions during the lunch period.</p> <p>During the holiday season and throughout the course of the school year the Arts and Technology Department will schedule time for students to perform for their peers.</p> <p>We are holding co-ed basketball, football and softball sport tournaments in the 8<sup>th</sup> grade.</p>			
<p><b>Leader in Me Program:</b></p> <p>The media specialist, school administration and key staff members put together a grant application requesting funding that was offered through the Staten Island Foundation to imbed, The Leader in Me philosophy into the I.S.7 school community.</p> <p>During the 2013-2014 school year, the media specialist piloted the Leader in Me Program with two classes on the 8<sup>th</sup> grade. Throughout the year, the classes were exposed to the Leader in Me philosophy through the direct teaching model. With that, the classes used The Leader in Me philosophy and formed a school based group that promoted an awareness and a campaign against illegal drugs and prescription drugs.</p> <p>Effective September 2014, the incoming 6<sup>th</sup> grade students went through the articulation process and entered as 6<sup>th</sup> graders being exposed to The 7 Habits of a Highly Effective Teen and The Leader in Me philosophy.</p> <p>During the summer of 2014, the incoming 6<sup>th</sup> grade students were asked to read, The 7 Habits of a Highly Effective Teen, by Sean Covey. This acted as a foundational tool that would springboard students into the mindset of the Seven Habits.</p> <p>Additionally, staff members at the end of the 2013-2014 school year during professional development days participated in The Leader in Me training program during professional development days. In addition, teachers</p>	<p>6<sup>th</sup>  Grade Students and staff</p>	<p>September 2014-June 2015</p>	<p>Principal, Assistant Principals, Staten Island Foundation, Franklin Covey Group,  Grade Guidance Counselors,  Grade Deans, Grade Coordinators, Parent Coordinator, Teachers,  Parents and Students</p>

<p>attended voluntary workshops and citywide conferences over the summer that were provided by the Franklin Covey Group.</p> <p>Sixth grade Humanities teachers have aligned their content with the The Leader in Me program and have set aside time in their curriculum to provide direct teaching of the 7 Habits to the students.</p> <p>All 6<sup>th</sup> grade teachers have incorporated the 7 Habits terminology into their daily lessons.</p> <p>On a daily basis, grade assistant principal, grade dean, and grade guidance counselor reinforce the 7 habits and spotlight students that are modeling the behaviors of a “Leader in Me” student.</p> <p>The grade guidance counselor and grade coordinator facilitated a campaign throughout the 6<sup>th</sup> Grade Class and ran elections for student leaders that will sit on the student Light House Team. These lead students will assist with the implementation of this program. These students will also listen to peer feedback and act as a liaison between the staff and students.</p> <p>Throughout the year the grade assistant principal and grade guidance counselor will hold interactive assemblies to reinforce, “The Leader in Me” philosophy. Videos, discussions and power point presentations will act to spotlight the Seven Habits individually for the entire grade.</p> <p>Lastly, the Franklin Covey Group will send a representative throughout the year to provide onsite coaching for students and staff. Additionally the Covey representative will give feedback and guidance for improvement.</p>			
<p><b>School Safety Meeting:</b></p> <p>This monthly meeting provides an opportunity for school personnel to meet and discuss the safety/security of the building. This meeting is a platform for staff to discuss best practices regarding disciplinary interventions, safety protocols and strategies. Each month an OORs location and infraction report is generated which gives a clear picture of the building’s disciplinary data. After the monthly report is disaggregated, the Safety Committee works to target areas of need. With that they construct an alternate game plan to provide the appropriate intervention that is necessary for improvement.</p>	<p>6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup></p> <p>Grade Students and staff</p>	<p>September 2014-June 2015</p>	<p>Principal, Assistant Principals, Grade Deans, Guidance Counselors, Parent Coordinator, Teachers, Parents, and NYPD School Safety Agents</p>
<p><b>Respect for All Model:</b></p>	<p>September 2014-June 2015</p>	<p>September 2014-June 2015</p>	<p>Principal, Assistant Principals, Grade Deans, Grade Guidance Counselors, Respect for All</p>

<p>In alignment with Chancellors Regulations A-832,A-830, A-443, A-420, A-421</p> <p>I.S.7 follows the Respect for All model which provides a safe and supportive learning environment that is free from harassment, intimidation and/or bullying and from discrimination on account of actual or perceived race, color, citizenship/immigration status, religion, creed, national origin, disability, ethnicity, gender, gender identity, gender expression, sexual orientation or weight.</p> <p><b>Peer Mediation Program:</b></p> <p>Sixth grade guidance counselor and Dean will train students to become Peer Mediators. The Mediators will work with their classmates to resolve conflicts on the ground level to avoid the escalation of peer issues.</p>			<p>Point Person, UFT Representatives</p> <p>CSA Representatives</p>
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**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>Administration, Guidance Counselors, Grade Deans Teachers, Students Boro. Safety Director, Network 602 Team, Franklin Covey Group, Chancellors Office, School Foods.</p>											
<p><b>Instructional Resources :</b> Instructional Resources: The Seven Habits of a Highly Effective Teen" by Stephen Covey. Franklin Covey Teacher Resources Binders, Revision of the 6<sup>th</sup> grade Social Studies Curriculum so that includes bi-weekly lessons utilizing "The Seven Habits of a Highly Effective Teen."<b>Schedule Adjustments:</b> Programming of Grade Assemblies to create awareness on various topics for the "Respect for All" Model and "The Leader in Me" process.</p>											
<p>Various adjustments during the Cafeteria Grade Periods to incorporate Tutoring, sporting tournaments and other grade events.</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		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**

<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>In January 2016, Peer Collaborative Teachers and Coaches will provide informal surveys of staff to determine school's progress towards stated goal.</p>
<p><b>Part 5b.</b> In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

**Section 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.

According to the Middle School Quality Snapshot, IS 7 was rated as excellent in the subcategory of “How Well Teachers Work with One Another.

Our New York City Learning Environment Survey report indicates that 91 % of teachers are given multiple opportunities to collaborate amongst their colleagues. Additionally, 90% of teachers have agreed to work on their teams to improve instructional practices. This evidence supports the premise that we are a collaborative team of professionals who are always willing to develop our pedagogical practices to create a successful pathway for our students.

Although scheduling has provided teachers with the opportunity to plan with their colleagues during common planning, the lead teachers and the coach usually facilitate professional development sessions. According to our 2013 – 2014 Learning Environment Survey, 65 % of our teachers strongly agreed and 23 percent agreed that professional development experiences are sustained and coherently focused. In addition, our Principal Performance Review report indicates a proficient quality review rating in the category of pedagogy.

To create a balance of leadership and coherence among content areas and grade teams, teachers were given a survey that indicated three levels of willingness to participate in professional development:

- Being an active participant during development sessions
- Participating in supporting and leading a professional development cycle
- Experimenting with action research

Based upon the results of the survey, 90 % of teachers are willing to take part in one to three of the categories above. As a result, the faculty has been given the opportunity to explore best practices in professional development that offers multiple opportunities for active engagement. Using this information, the cabinet, including the administration and lead teachers/coach, created a plan to ensure participation of the staff was involved during the professional learning cycle. The professional learning cycle includes the following components: theory, study, plan, implement, analyze and adjust. The cycle creates the on-going process of reflection ensuring that teachers rely on theory to support teaching and learning. To ensure a culture of collaboration, teachers are arranged into meaningful and logical teams to be able to work together interdependently to achieve a common goal for which they are held mutually accountable. Due to distributive leadership, teachers have volunteered to take part in either experimenting with action research using best practices discussed during the theory stage of the cycle, actively participating in the process, and/or taking a role in facilitating during professional development sessions. Not only are teachers participating in the Professional Learning Cycle, many teachers are a part of the data team. The data team analyzes trends and patterns to develop coherence amongst grade levels. In addition, teachers take part in common planning to work on their lesson plans.

## 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, there will be a 3% increase in the percentage of Learning Targets that are directly aligned to the Common Core Learning Standards as measured by informal and formal observations

## 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>• 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)</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>
<p><b>Professional Learning Communities:</b> Teachers and Paraprofessionals work together to improve student achievement within a routine-based cycle revolving around distributive leadership (theory, study, plan, implement, analyze and adjust). Teachers from each team participate either in action research or the development of professional development using theory that discusses best practices. Every teacher team participates in an ongoing process of identifying the current level of student achievement, establishing a goal to improve the current level, working together to achieve that goal, and providing periodic evidence of progress. The team revolves around a learning organization with shared goals, collaborative teams focused on learning, collective inquiry into best practice and current practice, action experimentation, and commitment to continuous improvement to show progress in student achievement.</p>	<p>6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> Grade Teachers  Paraprofessionals  Service Providers</p>	<p>September 2014-June 2015</p>	<p>Principal,  Assistant Principals,  Lead Teachers,  Coach, School Staff and Network Support Personnel,</p>
<p><b>Ambassadors’ Professional Development:</b> Teachers from content areas attend PD meetings provided by our network. Members of the team turnkey the information to our</p>	<p>6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> Grade Teachers</p>	<p>September 2014-June 2015</p>	<p>Principal,  Assistant Principals,</p>

<p>teacher teams and implement the learned strategies and tools into their classrooms.</p> <p><b>Urban Advantage:</b> Five Science teachers from grades 6, 7, and 8 attend professional development sessions that revolve around a standards-based program designed to improve students' understanding of scientific inquiry through collaborations between urban public school systems and science cultural institutions. Members of the team implement the learned strategies and tools into their classrooms and discuss their lessons with the team to deepen their reflective practices.</p> <p><b>Compliance vs. Engagement</b> - Three Social Studies teachers attend professional development sessions conducted by the Superintendent about the process of engaging all learners during instruction by developing an understanding of compliance vs. engagement, studying the theory and applying best practices into daily lessons.</p> <p><b>Artful Learning Communities</b> - One music arts teacher engages in a form of professional development based on an inquiry process. The topic of inquiry is formative assessment. Professional development includes both direct instruction and inquiry learning in teachers' own classrooms. The series of professional development sessions require teachers to create their own task aligned to a series of formative assessments embedded with best practices to encourage student-to-student and teacher-to-student assessment and feedback.</p>	<p>Paraprofessionals</p> <p>Service Providers</p>		<p>Lead Teachers,</p> <p>Coach, School Staff and Network Support Personnel,</p>
<p><b>Inter-School Visitations-</b> Selected teachers from the English Language Arts team visit and welcome visitors from Elementary and Middle Schools to discuss and observe best practices aligned to the Common Core Learning Standards.</p> <p><b>Coach and Two Lead Teachers:</b></p> <p>The Special Education Coach and Lead Teachers support teachers within the classroom and outside of the classroom during common planning, one-to-one planning sessions, as well as grade/team professional development sessions</p>	<p>6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> Grade Teachers</p> <p>Paraprofessionals</p> <p>Service Providers</p>	<p>September 2014-June 2015</p>	<p>Principal,</p> <p>Assistant Principals,</p> <p>Lead Teachers,</p> <p>Coach, School Staff and Network Support Personnel,</p>
<p><b>Common Planning Teams-</b> Teachers meet a minimum of four times a week to plan units of study, lesson plans, and/or analyze student work.</p> <p><b>Data Team:</b> During this time, teachers volunteer to examine and analyze school-wide data and classroom formative/summative data to identify patterns and trends.</p>	<p>6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> Grade Teachers</p> <p>Paraprofessionals</p> <p>Service Providers</p>	<p>September 2014-June 2015</p>	<p>Principal,</p> <p>Assistant Principals,</p> <p>Lead Teachers,</p>

<p>As a result, the data team develops a plan of action to address the needs and strengths of the school in order to develop coherence and structure through all grades.</p> <p><b>Professional Development Team:</b> Teachers and paraprofessionals design professional development to support the cycle, as well as support the distributive leadership model. The staff studies theory and best practices to help support all students in becoming successful learners. Once the theory is studied, teachers begin to implement, revise, and analyze the trends and patterns.</p>			<p>Coach, School Staff and Network Support Personnel</p>
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**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><b>Human Resources:</b> Administration, Lead Teachers, Coaches, PD teams, Teacher Teams, Network Support Members</p>											
<p><b>Instructional Resources:</b> Curriculum maps, lesson plans, formative and summative data</p>											
<p><b>Schedule Adjustments:</b> Programmed strategically to allow teams common planning time.</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		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**

<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>In January 2016, Peer Collaborative Teachers and Coaches will provide an informal survey to students to determine progress towards stated goal.</p>
<p><b>Part 5b.</b> In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

**Section 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**

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

The impact of strong effective school leadership is evident in well-developed ratings in three indicators on the 2013-2014 Principal Performance Review: high expectations, teacher feedback, and teacher teams. Administrations’ procedures for communicating expectations and feedback to staff, providing professional development and learning opportunities, and fostering collaborative planning among staff members support theory that administrative practices nurture professional growth.

According to the 2013- 2014 Learning Environment Survey, over 90% of teachers agree that school leadership communicates a clear vision for the school and places a high priority on the quality of teaching. Over 80% of teachers agree that administration knows what is going on in their classrooms, clearly communicates expectations for meeting instructional goals, and effectively manages the school. Additionally, over 90% of staff agrees school leaders provide time for collaboration among teachers and 85% agree that useful feedback is given regularly. Finally, 80% of teachers feel supported by the principal and 86% feel supported by assistant principals.

While our data shows the majority of staff members feel supported and nurtured by administration, there are several areas in which we can improve. For example, 68% agree the principal participates in instructional planning with teachers. Additionally, roughly 30-40% of teachers reporting they feel supported by administration in the aforementioned areas do not “strongly agree.” Our efforts outlined in the action plan below focus on increasing the percentage of staff that reports they strongly agree that they are regularly supported and nurtured by leadership

### **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–Effective School Leadership. 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, there will be a 3% increase in the percentage of staff who indicates they felt supported and nurtured by the administration through an effective professional development plan as measured by the 2014-2015 Learning Environment Survey .

### **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>Strategies to promote parent leadership and engagement as a key lever for school improvement.</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 administration will provide staff with Professional development opportunities both inside and outside of the building provided by the DOE and other professional organizations. In addition, the administration with the support of the UFT will apply for a series of calendar days for professional development. The calendar days and Professional Development Plan will also provide teachers and paraprofessionals an opportunity to participate in Professional Book Clubs for teachers to read, discuss, and implement best practices examined in a professional resource. Lastly, the administration will lead the Professional development team: The team will organize and plan professional development for teachers that is differentiated based upon the instructional cabinets' feedback, teacher needs/strengths, and current best practices.</p>	<p>6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> Grade Teachers  Paraprofessionals  Service Providers</p>	<p>September 2014-  June 2015</p>	<p>Principal,  Assistant Principals,  Lead Teachers,  Coach, Network Support Personnel and School Staff</p>
<p>Part-time coach and two lead teachers, a part-time special education coach supports special education teachers with planning differentiated instruction, modification of curricula, and modeling effective lessons. Lead Teachers support content-area teachers in common planning periods, observe classroom practices, and provides model lessons.</p>	<p>6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> Grade Teachers  Paraprofessionals  Service Providers</p>	<p>September 2014-  June 2015</p>	<p>Principal,  Assistant Principals,  Lead Teachers,  Coach, and Network Support Personnel</p>
<p>Instructional Cabinet: Administration, lead teachers and coaches meet weekly to discuss best practices and plan and implement opportunities for professional growth. Principal common planning periods: the principal invites common planning teams to meet and discuss performance tasks. Lastly the administration will continue to conduct Walk-throughs, provide Feedback, and give teachers an opportunity to share their Professional Reflection: Administration and aspiring principals conduct walk-throughs to examine trends in instruction and share</p>	<p>6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> Grade Teachers  Paraprofessionals  Service Providers</p>	<p>September 2014-  June 2015</p>	<p>Principal,  Assistant Principals,  Lead Teachers,  Coach, and Network Support Personnel</p>

feedback, reflection, and next steps with common planning teams and individual teachers			
Common Planning: Common planning periods programmed into teacher schedules. Teams meet to analyze student work, create lessons, and revise curriculum maps. Common Planning: Common planning periods programmed into teacher schedules. Teams meet to analyze student work, create lessons, and revise curriculum maps. Administration and Instructional Cabinet will meet with teacher teams to support the teams in the efforts to revise maps and develop assessments aligned to the CCLS.	6 <sup>th</sup> , 7 <sup>th</sup> , and 8 <sup>th</sup> Grade Teachers  Paraprofessionals  Service Providers	September 2014-  June 2015	Principal,  Assistant Principals,  Lead Teachers,  Coach, and Network Support Personnel

**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.											
<b>Human Resources:</b> Administration, Lead Teachers, Coaches, PD teams, Teacher Teams, Network Support Personnel											
<b>Instructional Resources:</b> Curriculum maps, lesson plans, released state exam questions, state test data, baseline/benchmark exams, books											
<b>Schedule Adjustments:</b> Programmed strategically to allow teams common planning time.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	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**

<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.
<u>In January 2016, Peer Collaborative Teachers and Coaches will provide informal surveys of staff to determine progress towards stated goal.</u>
<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.

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

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

### Part 1 – Needs Assessment

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

According to our 2014 school survey, 95% of parents agree or strongly agree that IS 7 makes it easy for parents to attend meetings by holding them at different times of day.

94% of parents agree or strongly agree that IS 7 offers a wide enough variety of courses, extracurricular activities, and services to keep our students interested in school (United Activities Unlimited, Learning Service Opportunities, CHAMPS), Multicultural Band Program).

98% of parents agree or strongly agree that IS 7 keeps them informed about their child’s academic progress through Skedula/Pupil Path, School Messenger and website.

In June of 2014, an in house survey saw that only 25% of the student population participates in more than one outside learning service opportunity.

### Part 2 – Annual Goal

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

By June 2016, we will have a 10% increase in the number of our students participating in school sanctioned service learning opportunities in the community as measured by student attendance at these events

### 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>• 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 stronger family and community ties and to increase parent involvement in support of improved student outcomes.</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>
<p>Reach out to Not for Profit organization between school and community to increase opportunities.</p> <p>Increase number of walks so more students can attend.</p>	<p>Students</p>	<p>September 2015-June 2016</p>	<p>Administration, Deans, Teachers, Guidance Dept.,  Parent Coordinator  COSA &amp; PTA</p>
<p>Form an alliance with Not for Profit Organizations, included but not limited to UAU and local government officials to increase percentage of students participating in community events.</p>	<p>Students</p>	<p>September 2015-June 2016</p>	<p>Administration, Deans, Teachers, Guidance Dept.,  Parent Coordinator  COSA &amp; PTA</p>
<p>Sixth grade social studies department provides students with direct instruction to raise awareness of participation in community awareness</p>	<p>Students</p>	<p>September 2015-June 2016</p>	<p>Administration, Deans, Teachers, Guidance Dept.,  Parent Coordinator  COSA &amp; PTA</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.

Instructional resources: - Two sixth grade social studies teachers

Human resources - Three Guidance Counselors, One Parent Coordinator, Four Assistant Principals

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

X	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.

In January 2016, guidance staff will tally the amount of students participating in the charity events scheduled from September through January.

**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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	<p>To identify areas of weakness</p> <p>At-risk students are identified and pulled for AIS during arts and tech periods.</p> <p>Optional after school test prep program</p>	<p>Teach-Assess-Regroup-Re-teach</p> <p>strategies include a multimodality approach targeting a variety of learning styles: visual, auditory, kinesthetic, and tactile. In addition, deficit areas identified through analyzed. Four essential components of reading instruction are incorporated into the lessons: phonemic awareness, fluency, vocabulary and comprehension. This program maximizes students' time reading, blends reading or writing into all subject areas, explicitly teaches how to make meaning of texts and gives students opportunities to discuss what they have learned. The Wilson Program is utilized by speech providers.</p>	<p>Small Group Instruction</p> <p>Lunch time tutoring</p> <p>One to One on a limited basis</p> <p>Peer Tutoring</p> <p>The school hopes to continue employ a full time paraprofessional teacher to provide small group instruction for our target population identified by the data team. AIS is also provided through the utilization of Educational Paraprofessionals trained by the lead teacher in collaboration with the classroom teachers.</p> <p>Common Planning</p>	<p>Service is provided on a daily basis within the classroom instructional period during arts and tech periods</p>
<b>Mathematics</b>	<p>At-risk students are identified and pulled for AIS during arts and tech periods</p>	<p>Approach targeting a variety of learning styles: visual, auditory, kinesthetic,</p>	<p>Small Group Instruction</p> <p>Lunch time tutoring</p>	<p>Service is provided on a daily basis within the classroom instructional period.</p>

		and tactile. In addition, deficit areas identified through task-analysis will provide data to target areas of weakness. Additionally, the On Core Mathematics program is being utilized by all students to target basic foundation skills, and test prep strategies.	One to One on a limited basis  Peer Tutoring.  AIS is also provided through the utilization of Educational Paraprofessionals trained by the lead teacher in collaboration with the classroom teachers.  Common Planning	After School Test Prep  Small Group Instruction  During arts and tech periods
<b>Science</b>		Teach-Assess-Regroup-Re-teach  Strategies include a multimodality approach targeting a variety of learning styles: visual, auditory, kinesthetic, and tactile. In addition, deficit areas identified through task-analysis to determine areas of weakness	Small Group Instruction  Lunch time tutoring  One to one on a limited basis  Peer Tutoring	Service is provided on a daily basis within the classroom instructional period
<b>Social Studies</b>		Teach-Assess-Regroup-Re-teach  Strategies include a multimodality approach targeting a variety of learning styles: visual, auditory, kinesthetic, and tactile. In addition, deficit areas identified will be task-analyzed with the opportunity for repetitious review	Small Group Instruction  Lunch time tutoring  One to one on a limited basis  Peer Tutoring	Service is provided on a daily basis within the classroom instructional period
<b>At-risk services (e.g. provided by the Guidance Counselor,</b>		Guidance Counseling	S mall Group and 1:1	Service is provided during the course of the school day .

<i>School Psychologist, Social Worker, etc.)</i>				
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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>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>	<b>X</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.

#### **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).

### 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.).

**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.

**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			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

**<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. **Elias Bernstein Intermediate School 7**, 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. **Elias Bernstein Intermediate School 7** will support parents and families of Title I students by:

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The

school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 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 or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

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

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

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

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;

- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

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

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams ;
- share responsibility for the improved academic achievement of my child;

## **III. Student Responsibilities:**

- attend school regularly and arrive on time;

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

**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>31</b>	Borough <b>Staten Island</b>	School Number <b>7</b>
School Name <b>Elias Bernstein Intermediate School 7</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>Dr. Nora De Rosa</b>	Assistant Principal <b>Dina Testa, ELA AP</b>
Coach <b>Timothy Imbemba, Math Coach</b>	Coach <b>Ursula DuBritz, ELA Coach</b>
ENL (English as a New Language)/Bilingual Teacher	School Counselor <b>Nicole Lark</b>
Teacher/Subject Area <b>Karen Gargiso/Foreign Language</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Barbara Zaremba</b>
Related-Service Provider <b>Emanuel Giardina</b>	Borough Field Support Center Staff Member <b>Enrico Domingo</b>
Superintendent <b>Anthony Lodico</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>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</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>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>1193</b>	Total number of ELLs	<b>9</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	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>

### This school offers (check all that apply):

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

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

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
<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					
All ELLs	9	Newcomers (ELLs receiving service 0-3 years)	3	ELL Students with Disabilities	5
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	2	Long-Term (ELLs receiving service 7 or more years)	5

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

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

Number of ELLs who have an alternate placement paraprofessional: 0

## 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																					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	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	0	0

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish								1						0
Chinese														0
Russian							1		1					0
Bengali														0
Urdu														0
Arabic							1							0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							3	1	1					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)							2							0
<b>Emerging</b> (Low Intermediate)														0
<b>Transitioning</b> (High Intermediate)							1							0
<b>Expanding</b> (Advanced)							1							0
<b>Commanding</b> (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6			1						0
7			1						0
8	2		1						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 that our schools uses to assess the literacy skills of our ELLs are as follows:  
 Acuity  
 TCRWP  
 Informal Reading Conferences  
 Unit Tasks  
 Wrap- Informal Writing and Reading Profile  
  
 We obtain our data from TCRWP assess, which determines reading level by letter usually two times per year, in both September and January. The data obtained is used to drive meaningful instruction that caters to each of the students' needs, based on the levels at which they are performing. The data is used to construct lessons such as vocabulary focus or picture to word associations, write IEP goals, create classroom goals, implement small group instruction, as well as whole class instruction. Our informal reading conferences and unit tasks are teacher created assessments where the teacher works closely with the students on their individual listening, reading, writing, and speaking skills. The teacher creates assessments that match each level of the students' performance goals. For example, from the data collected from our Entering ELLs, it was observed that the students can read English, but when it comes to Speaking the language, they struggle. To help them build on their knowledge, students practice using multiple sentence stems in each lesson. The unit tasks incorporate all four elements and often are based on content area as well. The TCRWP assessment tool correlates to the Fountas and Pinnell system for leveling books and helps teachers identify which students can read independently with proper analysis of comprehension and fluency. The data collected from these assessments, such as their reading level, helps the teacher design lessons geared towards their weaknesses in the classroom. Additional modifications are made in both the freestanding and push-in lessons for each individual ELL to drive them to meet their goals.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

As a whole, our current ELLs (regardless of their grade) are all scoring at a level one on the ELA state test. Our ELL students who are scoring ones on the ELA state test are all scoring at the Expanding level on the NYSESLAT with the exception of one student who is at the Transitioning level. Based on this data and the data collected from previous years, our ELLs are making progress towards their goals. At IS 7 we have one sixth, one seventh, and two eighth grade students who are on the Expanding level based on the NYSESLAT. These students can all read, speak, write, and listen in English and do so everyday in the class room. In each grade, these students are working in their classes to improve their comprehension and writing skills, which are the skills they experience the most difficulty with. For our new comer ELL students, one student scored at the Expanding level and the other two scored at the Entering level. The students who scored at the Entering level speak very little English and are working daily in their content classrooms and the Freestanding ELL program to develop their skills. Our students are currently working on an Engage New York curriculum that aligns reading, speaking, listening, and writing skills with family, community, and school based vocabulary lessons.

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

We are able to identify the level of at risk students by gathering information from the RLAT and RESI ATS files. This information reveals risk levels, for our ENL and SWD students. We are able to determine the relationship between test scores, NYSELAT, reading levels, attendance and duration of time student receive services. It determines which student require more support than others and in specific areas. We provide RTI services for at risk students, phone calls for attendance, and support for or ENL through afterschool tutoring.

4. For each program, answer the following:

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

4a: As a whole, our current ELLs (regardless of their grade) are all scoring at a level one on the ELA state test. Our ELL students who are scoring ones on the ELA state test are all scoring at the Expanding level on the NYSESLAT with the exception of one student who is at the Transitioning level. Based on this data and the data collected from previous years, our ELLs are making progress towards their goals. At IS 7 we have one sixth, one seventh, and two eighth grade students who are on the Expanding level based on the NYSESLAT. Because at IS 7 we only offer the Freestanding ELL program, our students are only taking assessments in English. Our students at the Transitioning level and higher are all able to take these tests completely without any misunderstanding in English. Our Entering ELLs take their assessments with pictures to help them form connections. The Entering ELLs also use a variety of sentence stems to help guide them in their assessments.

4b: At IS 7, the school leadership and teachers use the results of the ELL periodic assessments to measure student growth and project goals for students. For example, with our Entering ELLs, we focus on vocabulary growth to get them adjusted and able to have basic English conversations before working specifically on content. Because each student has different strengths and weaknesses, we take the strengths from the periodic assessments and utilize them within their weaknesses. For example, for our entering students who are able to identify pictures, we use the pictures along with sentence stems to help them formulate sentences in English. All teachers are aware of the students' specific level in the ELL program and have an understanding of the struggles each student faces. While these students complete their assessments and assignments in English, there is always additional support given to them in the classroom to help them complete their work. The staff works with the ELL teacher to develop lesson modifications for ELLs based on their periodic assessments to help improve their skills in all areas.

4c: Based on the periodic assessments, IS 7 is learning about the strengths and weakness's of its ELL students. Based on their scores and progress in the classroom, specific modifications are being created to meet the needs of each individual ELL student. Our ELLs need to be immersed in English and involved in all classroom activities in order for them to flourish. Like any student, when they are not engaged, ELL students tend to lose focus and ultimately not comprehend what they are expected to from the class. Knowing this and taking into account their assessments, the teacher modifications are geared to assist the ELL student at their level and keep them engaged to reach a certain goal. At IS 7, we only offer the Freestanding ELL program, so the home language is rarely used in the classroom setting. The only time a home language has been utilized is when the students at the Entering level are assigned a buddy in their class who can speak their home language. If another student speaks the same home language as the entering student, that student helps explain directions to help the ELL form a connection. All other ELL students at any of the higher performance levels use English in the classroom.

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.](#)]

At IS 7 we provide our ELLs with Academic Intervention Services by first analyzing the levels at which the students are scoring on the NYSESLAT and NYSITELL for new admits. All of our students are taught within a small group and on their own performance level due to the small volume of ELL students we have. Students work toward common goals with other students at their level and have focused goals and modifications to help them achieve the goals they need to achieve. All students receive Tier 1 instruction in their classes and

receive Tier 2 and Tier 3 in their pull-out program Our current Freestanding program contains no more than five students per class, which allows for ample intervention techniques and personalized instruction geared to meet the needs of each student.

6. How do you make sure that a student's new language development is considered in instructional decisions?  
As an ELL teacher, it is imperative to make sure that a child's second language development is considered in instructional decisions. At IS 7, we do not offer bilingual classes, so all of the instruction is taught solely in English. Although English is the only language used in the classroom, understanding the linguistic differences between the language of the ELLs he or she services is one of the most important aspects so those connections can be made to help ELLs use their prior knowledge to develop their second language (English). The ELL teacher must completely understand the educational and cultural background of each student and use these connections to create lessons that will promote growth in English. The ELL teacher also works closely with all content-area teachers to meet the diverse needs of each ELL that will continue to improve the child's second language development. In the content area classroom, ELL students have modifications that are created to help them engage in the lesson and meet their goals such as picture to word associations, a more scaffolded model, or sentence stems to help them formulate responses. At IS 7, we use the in class assessments and assignments to set goals for the ELLs that align to the targets of measurements. Modifications at each point in the lesson are aligned with the TOMS and help guide student progress.
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?

Not Applicable
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).  
In order to evaluate the success of our freestanding ELL program, we use a diverse amount of informal assessments throughout the school day and year. These assessments include independent activities, essays, tests, quizzes, vocabulary development, and unit tasks. All of these informal assessments are linked by grade level and performance level to the skills the children are developing in their ELA classes. Our freestanding ELL program is also measured by formal assessments such as the annual student performance on the NYSESLAT. ELL students are expected to demonstrate progress in all indicators and move towards the expanding and commanding levels as an end goal. Because our students are so diverse, we adjust our instructional approaches and teaching resources according to the needs of the students. During the 2014-2015 school year, five out of our ten ELL students scored Commanding. Beginning in the 2015-2016 school year, the ELL teacher will host specific meetings with ELL parents to discuss each child's growth in the program which will also promote parent involvement and awareness.

## 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.  
When the initial identification of ELLs occur, the student and his or her parents are greeted in the main office by the school secretary and the parent coordinator. When the student arrives, his or her parent completes a standard registration packet that is thoroughly explained and includes the HLIS. The ELL teacher explains the HLIS to the family and upon completion conducts an informal interview with the parent and child to determine the child's home language. If translation services are needed, IS 7 uses translation services provided by the city or any trained pedagogues who is a qualified translator/interpreter available to translate in the necessary language. As soon as the HLIS is completed, the determination of the student's eligibility to take the NYSITELL is completed. If the NYSITELL is necessary, it is then administered to the student within 10 days of registration along with the Spanish LAB if the new admit's home language is Spanish. If the student scores below the cut score, they are considered an ELL and their results determine the proficiency level that they will begin the program with. Parents are notified in a letter of parent entitlement/non entitlement along with a survey within five days of student results on the NYSITELL in their preferred language of communication. Once the child's scores are recorded in ATS, the student begins receiving the required services that pertain to their score. The ELL teacher who is ESOL licensed is responsible for leading all the described steps in this process. If the ELL teacher is not available, there are trained pedagogue's on hand who can conduct the informal interview and give the appropriate Home Language Identification Survey.

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).  
SIFE students are students will interrupted/inconsistent formal education are ELLs who have attended schools in the United States for less than twelve months and who are two or more years below grade level in literacy of their home language and mathematics due to inconsistent schooling. Determining if a student is SIFE begins with the HLIS and administration of the NYSITELL. If students score at the entering or emerging level, they are given the oral interview questionnaire which is based on questions relating to literacy and language. For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, they are administered the Literacy Evaluation for Newcomer SIFE (LENS) which gives the teacher specific information on the literacy and mathematical level the student is at. This will drive teacher instruction that will benefit the student's needs.
  
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).  
For newly enrolled students with IEP's, the determination process begins when it is noted that the student has an IEP and a home language is not English. The Language Proficiency Team is formed and reviews the evidence of the student's English language development and the information provided in the IEP. The LPT who recommends whether or not the student takes the NYSITELL is comprised of the ELL certified teacher (Brianna Benanti), the assistant principal (Dina Testa), the child's parent, and the Special Education director (Emmanuel Giardina). A qualified interpreter or translator of the preferred mode of communication of the parent must be present at all meetings. When the team meets, they determine whether the student is to take the NYSITELL by assessing information based on the student's history of language use in the school or home or community, the results of the individual evaluation of the student conducted in accordance with procedures in CR Part 200.4(b)(6), and the information provided by the Committee on the Special Education as to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. Based on the evidence provided, the LPT determines that if the student may have English language acquisition needs, the student must take the NYSITELL.  
  
If the LPT determines that the student does not have English acquisition needs and should not take the NYSITELL, it is up to the principal to either accept or reject the recommendation of the LPT. If the principal rejects it, the student is administered the NYSITELL. If the principal accepts the recommendation, the recommendation is sent to the superintendent for a final decision. The parent must be notified within three school days of the decision in their preferred language. The superintendent has 10 school days to accept or reject the LPT's recommendation and if they decide that the student must take the NYSITELL, the school has five additional days to administer it and notify the parent. Also, the form titled Language Proficiency Team NYSITELL Determination Form must be completed and placed in the cumulative folder. The parent's choice of program for their child must be submitted to the school within 20 days. When determining if the student is a SIFE student, the Appendix of EPRG for SIFE identification utilized.
  
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.  
Our school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days by school's ELL teacher (Brianna Benanti) after the NYSITELL is scanned and the score is determined by making sure all NYSITELL tests are completed and scanned as soon as possible. Our school has all letters downloaded (Entitlement, Non-Entitlement, and Continued Entitlement) and ready to be distributed as soon as the scores are scanned and obtained. All letters are provided in the parent's preferred language and must be dated and signed and retained in the student's cumulative folder.
  
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).  
For the 2015-2016 school year, new protocol allowing students who have undergone the ELL Identification Process may go through the ELL Re-identification process. This process allows schools, parents, and students who believe a student has been misidentified as an ELL to go through the Identification process a second time. In order to initiate a review on the ELL's status, the school must have a written request from a student's parent or guardian or a student's teacher (Brianna Benanti). The parent must be notified within 10 school calendar days and if the CSE must be consulted, 20 calendar days. Upon enrollment, parents will be notified in writing that they may appeal ELL status for up to 45 of enrollment. When students are placed in the ELL program, parents will be explained this process and the steps the school will go through in order to obtain an appeal. All letters will be sent home in the parent's preferred language of communication. Any letters that are sent home and back to school are kept in a file that pertains to each ELL student. Copies made of each letter and a copy is made to ensure that the ELL teacher (Brianna Benanti) can keep it with each student's paperwork.
  
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.

After the administration of the NYSITELL, students who fall behind the cut scores are considered ELLs and are entitled to services based on their level of proficiency. Parents will be notified of the scores in their preferred language choice (within five days of scores being released) and any time a face-to-face or over-the-phone conversation is necessary, the Translation and Interpretation Unit will be utilized. During ELL parent orientation facilitated by the ELL teacher, the parents will view the EPIC video which describes, in their native language, the three different program choices. After the video, the parents are allowed to discuss their concerns or questions on the choices. The parent will then complete the Parent Survey form and Program Selection form with assistance if it is necessary. This letter should be completed and returned to the school within 5 school days or the student will be placed in the ENL program. At IS 7, the only available program based on the student population is the ENL program which provides students with support solely in English. If another program is desired, the principal is made aware and the assistant principal in charge of the ELL program is made aware so she can research local schools who have the desired program on behalf of the parent. Once the school is found, the parents will be notified by an administrator. The parent then has the option to remain at IS 7 or transfer. If the seat is not available for the student at the desired school, the student is allowed to stay at IS 7 until a seat is made available. No child will ever be turned away from ELL services that are needed. It is also noted that when the school gets an enrollment of 15 or more pupils with limited English Proficiency, in the same grade, all of whom have the same language, parents will be notified that we will provide a Bilingual Program for the students. Our freestanding ELL program has been the main choice at IS 7 and this has never been an issue thus far, but there protocol is provided regardless. Orientations and meetings will be held throughout the year to accommodate the parents of ELLs who arrive later in the school year.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

In order to ensure that all Parent Surveys and Program Selection forms are returned in a timely manner, our school by first noting its importance at the parent orientation. When everything is explained thoroughly and handed to the parents at the beginning of the school year, the teacher will note how imperative the documents are that need to be returned. When the forms are handed out, the teacher will provide the parent with a specific deadline (within five school days) which is on the date of their scheduled orientation, and will continue to remind the parent with follow up calls to ensure that the forms will be returned in a timely manner. The ELL teacher will utilize a checklist to make sure that all documents were distributed to the parents and returned with the date in which it was received. All notes are photo copied and placed in the cumulative folder for the child and one is kept for the teacher's records. Because the only program IS 7 offers is the freestanding ELL program, we monitor parent program choice by making sure the parents fully understand all of their options, whether it means their child must transfer or remain at IS 7. Again, when the parent program choice is provided, a photo copy is made so one copy can go to the student's cumulative folder and the other is safely filed with the teacher's records. If a parent chooses a different program than is offered at IS 7, the assistant principal works with them to find a location that suits the needs of their child.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. When the Parent Survey and Program Selection forms have not been completed and returned, the ELL teacher contacts the parent via phone (translation services may be needed) and speaks with the parent on the status of the forms. The teacher will send out additional notices of the form and will continue to follow up with the parent until all required forms are returned and filed safely. When the paperwork is sent back, the original copy is photo copied and given to the ELL teacher to keep with her records. The original copy is stored in the child's cumulative folder.
9. Describe how your school ensures that placement parent notification letters are distributed. After parents determine which program they wish for their child to participate in, the placement parent notification letters are sent home to each household in the parent's preferred language. This letter tells the parent exactly which program the child was placed in and explains how their future length in that specific program will continue. Due to the importance of this letter, the teacher will follow up with the parent in a phone conversation to ensure that the parent is aware of the letter and the program that their child will be in. If the letters are not received, the teacher will send home another copy so the parents can keep it with their own records.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). Due to the fact that there are multiple important forms that ELLs need to have on file, the ELL teacher creates and utilizes a checklist of which student have which forms and they are organized in an ELL binder each year. All original documents are stored in the child's cumulative folder and a copy is placed in the ELL teacher's binder for records. The ELL binder contains all documents such as the HLIS, non-entitlement, entitlement, program selection, and parent survey forms. When a new document is added to the binder, the teacher checks it off the check list, makes a photo copy for the binder and places a copy in the student's cumulative folder. All ELL records are secured in the ELL teacher's filing cabinet and kept throughout the entire duration of the child's academic career at IS 7. The ELL teacher (Brianna Benanti), assistant principal (Dina Testa), and Pupil Secretary (Elizabeth Nobile) all have access to the documentation

of the ELL students.

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.

Students identified as ELLs are administered the New York State English as a Second Language Achievement Test (NYSESLAT) in the spring. The ESL teacher also uses the REM report on ATS to determine NYSESLAT eligibility for each child. All ELL students are required to take the NYSESLAT each spring, unless otherwise notified. In the early spring, the ELL teacher meets with a small team including our school librarian who is licensed and able to administer this exam, an ELA teacher, our programmer, the testing coordinator, and the ELL assistant principal to discuss the test, when it will be scheduled, and the process that must be completed to ensure the test will run smoothly. At this point, it is also determined who will be a stand-in test administrator and how they will be trained to administer the test. Our lead teacher (coach) will be informed about the test, how to administer it, and the materials used for it by the ELL teacher (Brianna Benanti). After the meeting and training, a schedule is created of when each student will be testing. Students will be informed of their test dates and locations by the ELL teacher to ensure that everyone is aware of the schedule changes that will occur that week. There are four modalities of the NYSESLAT; there is speaking which is administered to each individual ELL by our librarian, and reading, writing, and listening which is administered over a three day period in a standardized test format by the ELL teacher. All eligible ELL students are grouped based on their grade bundle. When the testing days are complete, the librarian grades the speaking and writing portion of the exam and the rest of the sections get sent back in. Students who score at the commanding level are considered former ELLs. If a student scores at the Expanding level and also gets a three or four on the ELA state test, the student is also considered a former ELL. All students who score at the transitioning, emerging, and entering levels must continue to receive ELL services that align to the NYC DOE minutes per week requirement and a Continuation of Services letter is sent home. Non-entitlement and transition letters are sent home for students who are considered former ELLs.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Once the NYSESLAT scores are released, the ESL teacher reviews them and notes the students who will continue to receive services for the upcoming school year. Letters of continued entitlement and transitional support are then sent home to notify the parents in their preferred language regarding their child's standing in the ELL program. In order to determine if the letter was received, the teacher will contact each parent who was given the letter to reiterate what the scores mean and to make sure they are fully aware of the progress and level their child will receive services on in the next school year. Once it is confirmed that the letter was seen by the parent, the ESL teacher can make note of it on her checklist and will file a copy of the letter in the ELL binder.
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).

Over the past years, the trend in our program choices that parents have requested has always been freestanding ELL. We have been able to fully meet the needs and requests of our families and there has never been discrepancies thus far. After reviewing past and current Program Selection Forms and Parent Surveys, the results have shown that the trend at our school is that 100% of our ELL families choose freestanding ESL as their program of choice for their child. Knowing this, our program model of freestanding ESL has fully met the needs of our parent requests.

## 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.

IS 7 provides English Language Learners with a freestanding English as a New Language program in all grades, sixth through eighth. The only teacher who provides ENL instruction to the ELL students is this the licensed ELL teacher in the school (Brianna Benanti). The teacher provides instruction to the students five days a week, utilizing both the push-in and pull-out methods of instruction. At IS 7, there are currently five Expanding, one Transitioning, and two Entering level students. There are two eighth grade, one seventh grade and two sixth grade Expanding students. There are two Entering sixth grade students and one transitioning eighth grade students. The Entering students are seen five periods a week as a push-in service and an additional five periods a week as a pull-out service. They are grouped homogeneously because they are on the same level of proficiency. The one transitioning eighth grade student is taught five periods a week in a pull-out setting with the other eighth grade Expanding students. Although they are on different proficiency levels, they all have IEPs and are learning the same content. Modifications are made based on their proficiency levels, but ultimately they are taught the same content and can work together in the class room setting. The seventh and sixth grade Expanding students are seen in the push-in setting for ELA five periods a week. All mandated minutes are met by utilizing the integrated and standalone ENL program. The students receive support in different classroom environments to assist their learning and to provide optimal chances for growth. At all times students are engaged with other students at their proficiency level to help them learn from not othe their teacher but their peers as well. The sixth grade ELLs are all placed in one class throughtout the day, however those with the lower proficiency scores get pulled-out during their arts and technology period to gain more ELL support.
  - b. TBE program. *If applicable.*

Not applicable.
  - c. DL program. *If applicable.*

Not applicable.
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)?

As previously stated, IS 7 delivers and meets explicit ENL, ELA, and HILA instructional minutes by utilizing the Integrated system of pushing-in and pulling-out. The ELL teacher follows a program that meets the mandated required minutes for each ELL student. Students who are considered at the Intermediate level are mandated to 180 mintues per week. Out of those 180 minutes, 90 of them need to be obtained through the integration of the ELA content area. the Additional 90 minutes that remain can be in the standalone enviornment or the ELA/content area classroom. For students who scored and are considered Advanced, they are also mandated for 180 minutes a week, but all 180 minutes must come from the integrated ENL/ELA or content area. Because our bell schedule varies with different lengths throughout the day, this causes issues with the scheduling of our ELLs. Due to the fact that only a small portion of our ELLs are in the same homeroom and follow completely different schedules, we tally the total number of periods based on the number of minutes per period to ensure that the ELL student recieves the total mandated minutes per week. Students who score at an Advanced level on the 2014-2015 updated NYSESLAT will receive 180 minutes or 5 periods per week, which the Intermediate students will receive as well. Students scoring at the low intermediate or beginning levels will receive 360 minutes or 9 periods a week. The differences in the new mandated minutes are where exactly the minutes will be completed, whether it be in a standalone or integrated model. For this year, I will mostly be servicing my ELL students will an integrated approach due to their levels.
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.

The ELL teacher at IS 7 ensures that the ENL curriculum reinforces the Common Core Learning Standards of each particular grade level. Although content area instruction is presented but the classroom teacher, the ELL teacher is included in the integrated approach (pushing-in) for Math and ELA. While working with the integrated approach, content area instruction is delivered by using cooperative and smaller learning groups, partner work, differentiation, and modeling techniques. Usually while in small groups, ELLs are provided with some material such as manipulatives, graphic organizers or vocabulary charts/flashcards that will aid them in the content that is being taught, all while reinforcing the skills taught in the standalone method. Other materials used in these push-in settings are sentence stems to help students formulate and arrive at answers and picture to word associations that help them draw connections with any unknown words. IS 7 using the Workshop Model for Reading and Writing, which are taught using a variety of leveled texts. It is during these sessions that the ELL teacher sits with individual or groups of students and

chunks text, presents strategies, and helps students target the central ideas and important details in each paragraph. The ELL teacher also tries to use a more audio-visual approach that can something mean acting out scenes or characters or even providing pictures of things being discussed in the text. This year, IS 7 is looking to try Achieve 3000 to help our below grade level and approaching grade level ELLs in their literacy skills. With this program, students will utilize online texts (through laptops and iPads) to help them read texts at their level and build necessary skills to be successful. In content areas such as ELA and Math, the ELL teacher focuses mainly on scaffolding new information that can be related to listening, reading, writing, and speaking. The aspects the ELL teacher builds upon are the four modalities of the ENL program. When the ELL teacher is pushing-in, she supports which ever lesson the classroom teacher is presenting to the class and focuses on supporting instruction with vocabulary. In terms of vocabulary, content area teachers foster language development by teacher tier 1, 2, and 3 words and by applying vocabulary filters when teaching their lesson. The filters are separated into five groups: unknown words from text, familiar words, highly concrete words, word meaning family, word part family, and word changes. As additional support, the ELL teacher provides ELL students with Frayer Models which calls for students to create a visual for each word, use it in a sentence, and provide examples for ways the word can be used, all by analyzing the definition. In addition to the methods stated above, both teachers utilize pre and post assessments to guide instruction.

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

To ensure that ELLs are appropriately evaluated in their native language, the ESL teacher ensures that the following assessments are administered in their native language if necessary: NYS Math test for grades 6, 7, and 8.

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

In order to ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year, the teacher makes sure to include all four modalities of listening, reading, writing, and speaking in her daily mandated services. All learning targets, lessons, and integrated services are aligned to the ELL standards for NYS, which focus on the four modalities. The teacher uses a variety of informal and formal assessments to promote instruction and to ensure that it meeting the diverse needs of each ELL student. Diagnostic assessments generally align to what the students are learning in ELA, such as essays and reading comprehension tests. This year, our diagnostic baseline assessment was driven from a prior ELA state test and was comprised of multiple choice and short response questions. Students were graded on this diagnostic tool and will be assessed again in January and June. Formal assessments are checked less frequently do to the amount of time it takes for the students to complete it. Our formal assessments include all areas of the modalities. For example, during a unit of Study on natural disasters in the Code-X book, the ELL assessment was to create a scripted news broadcast that required information on a natural disaster of their choice and an interview of a person who lived through it. Although none of the students have lived through a natural disaster, they were able to take what they learned from the text (reading comprehension) and apply it to a writing and speaking presentation. The students worked to achieve goals in all four modalities and did so within one assessment. Informally, students are quizzed weekly on reading comprehension and answering short answer questions (transitioning and expanding students). Our Entering ELLs are assessed more on short reading comprehension passages and picture to word associations to ensure vocabulary growth, reading comprehension, and writing growth. Students participate in conversations everyday that are informally assessed by the teacher to ensure practice in speaking and listening.

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.) We currently do not have any SIFE students at IS 7, but if we were to receive SIFE students, we would address their needs by ensuring that they can receive some support in their native language to test whether they are on grade level or not. SIFE students also need a stronger background on content in order to reach grade level, so they will work with the ELL teacher who runs an after school program for ELLs once a week. This time can provide additional to support to SIFE students.

B.) Newcomers are welcomed to IS 7 by being immersed in content and literacy experiences within their balanced literacy instruction in the content-area classrooms and the ELL classroom as well. During an ELLs first year in the program, they are not required to take the ELA exam, but must take content area exams. For the first time, ELLs will be introduced to state testing structure which will help them meet the demands of the rigorous state testing program. Within the regular classroom, ELLs will be supported by their ELL teacher as readers and writers and will be provided with many strategies that will be beneficial in adapting the English language.

C.) For ELL students who are developing (4-6 years of support) students are identified for AIS services available within the school day. ELA skills are focused on using item skill analysis and classroom teacher data. Like all ELLs, developing students

receive support in all areas of the four modalities.

D.) Long term ELLs who have received services for more than six years are still mandated to receive which ever services are necessary for their level. At this point, the ELL teacher works closely with the Special Education Director and the School Assessment Team to examine the students' needs and schedules more intensively. All of our ELLs who are long term ELLs also have an IEP, which means it is even more imperative to work with the Special Education Director to discuss progress.

E) Former ELLs are ELL students who have tested out of the ELL program by scoring a commanding on the NYSESLAT for two years. According to the newly revised mandates for ELLs, former ELLs receive 90 minutes of related services in the content area classroom per week. During this time, former ELLs also still have their usual testing accommodations; time extension, separate locations, and usage of bilingual glossaries.

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.

In order to ensure that due to the the re-identified ELL or non-ELL student's academic progress has not be adversely affected, the principal must provide additional support services to the student as defined in CR Part 154-2.3(j). The protocol for this begins within 6-12 months, when the principal is responsible for reviewing the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the ultimate determination. In order to address this and review, the principal will meet with multiple staff members who have worked with the student throughout the year, the student, and the student's parent or guardian. 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?

To provide access to academic content areas and development English language development, teachers of ELL-SWDs utilize a combination of ELL instructional strategies such as: Comprehensible Input, Interactive Style, Modified Input, Output Hypothesis, and Negotiated Interaction. All of these strategies allow students to improve their fluency levels through reading, listening, speaking, and writing. These strategies help students move beyond just listening and reading; it encourages them and helps them develop into speakers and writers. The ELL teacher meets and discusses progress of the ELL-SWD student with his or her ELA teacher to ensure that both can work together to promote their learning. Students use programs on the iPads to help them gather skills. Other materials we use are additional texts, sentence stems, graphic organizers, picture to word associations, flash cards, and vocabulary lists. All of these materials used in the classroom are grade and age appropriate because they are all materials the students can utilize in each content area classroom independently. Students who are at the Entering level use more flashcards and picture associations to help them foster connections while those transitioning and expanding students are able to incorporate sentence stems and graphic organizers independently. All of these materials accelerate English language acquisition because they allow and support students to grow with their skills in their content level as well as the English language. Because these resources provide additional support, students are able to break down and learn the content while learning English as well. When the ELL teacher integrates ELL instruction with ELA, the ELL-SWD is being serviced in that content area, which will further help them develop as they meet their yearly goals.

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?

We develop flexible planning for ELL-SWDs. For example, a student who is ELL-SWD can be in an ICT classroom for one period but can be mainstreamed for another subject area. Or school individualizes schedules of ELL-SWDs so they can receive their mandated ESL and IEP services. We determine which students can benefit from an ICT classroom based on their proficiency level as an ELL and how they are performing in the classroom content wise. Many of our ELLs are placed in an ICT classroom, whether they have disabilities or not because they can always benefit from the assistance of another adult in the room. Having more opportunity to ask questions and receive support can be extremely beneficial to an ELL, especially during the beginning years of learning English. An example of this from last year is that two ELL students (one ELL-SWD) were switched into a different humanities class apart from their regular class. While these two students are not in an ICT classroom for the majority of the day, they are for their period I integrate into their humanities classroom, so I can service them as an ELL servicer and the Special Education teacher in the room can assist as well. This school year, our seventh grade ELLs (even those who scored commanding) were placed in an ICT room with the ELL teacher who also teaches ELL to ensure optimal support in a full sized

Chart

classroom. This method has been extremely efficient and effective for our ELL students with disabilities because they are receiving their support in the least restrictive environment with a general education and special education teacher.

### 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)	<b>2 units of study <i>per week</i></b> (360 min.)	<b>2 units of study <i>per week</i></b> (360 min.)	<b>1 unit of study <i>per week</i></b> (180 min.)	<b>1 unit of study <i>per week</i></b> (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	<b>STAND-ALONE ENL</b> K-12 Certified ESOL teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> 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.

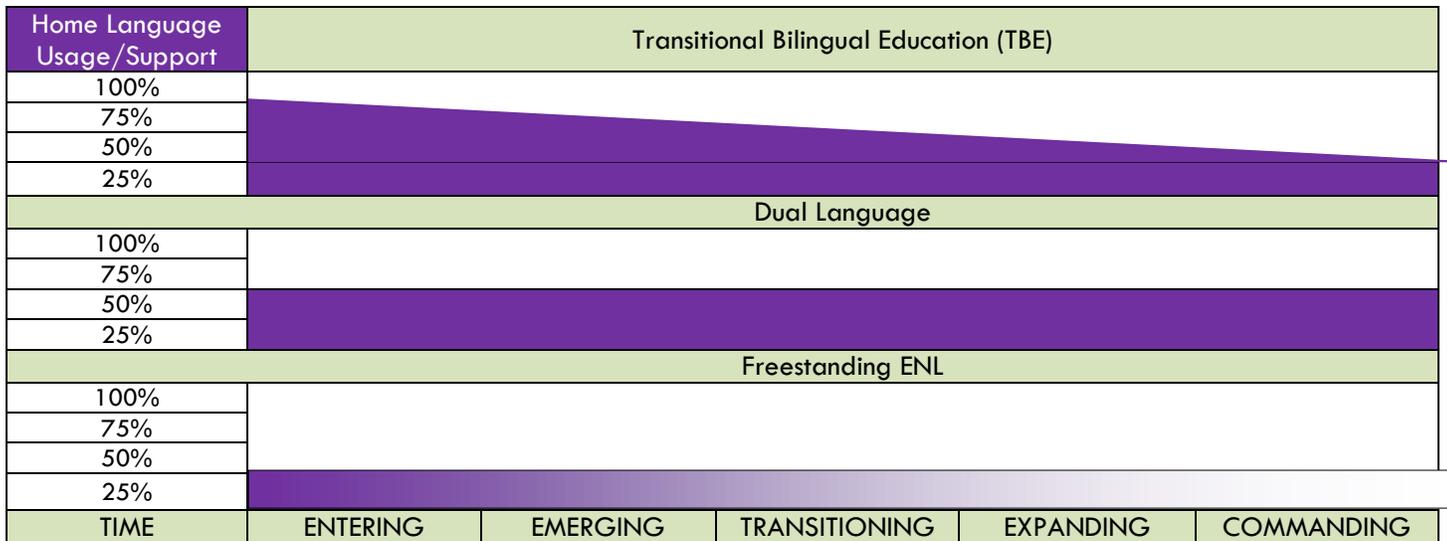


\*Note: “other approved services” does not apply to New York City at this time.

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. In the case of targeted intervention programs for ELLs in ELA and Math, IS 7 offers AIS and an after school optional program with the ELL teacher. All of the targeted intervention programs used at IS 7 are taught in English. The AIS program offers tutoring in Math and ELL to ELL-SWDs during a teacher's prep period. This program aligns with the common core and allows for extra practice on concepts covered in class. The after school program is option and is taught two hours a week. Students who feel as though they need help with a skill are encouraged to come and can bring a parent as well. Although this is optional, students are encouraged to attend.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
Our current program is developing and appropriate measures are being taken to improve it. For example, we created an after school extra help program for ELL students where they can meet with their teacher and work on skills beneficial for their growth. In addition, the ELL teacher has been going to many Professional Developments across the city and is working with other ELA teachers to meet the needs of her students as best as possible. The ELL teacher will continue to attend Professional Developments and will work with other teachers to develop a better curriculum for her students. Last year with the program implemented, five out of ten our of our ELL's scored commanding on their NYSESLAT. Working with the students on content while addressing their English language needs has been the most beneficial for our students thus far. All teachers at IS 7 understand through multiple professional developments that they are all teachers of ELLs. Each teacher understands that they must be prepared to meet the needs of their ELL students. All assessments are geared to student growth and incorporate non fiction elements to help the students in their content areas as well.
12. What new programs or improvements will be considered for the upcoming school year?  
For this upcoming year, IS 7 will continue to offer after school support for ELLs. By doing this, we hope to provide even more support for the students at their own individual level. This extra addition will give the students time to meet with their ELL teacher and to get any needed assistance in their content level classes. We will also continue to look for helpful programs for our ELLs, such as Achieve 3000 which focuses to target students who are below grade reading level. It provides online texts to foster an ELLs growth and will therefore help them build the skills they need to progress to more difficult content at their grade level.
13. What programs/services for ELLs will be discontinued and why?  
None/Not Applicable.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
All students at IS 7 are afforded the same opportunities. All ELL students are offered equal access to all school programs by invitation, recommendation, and purposeful request. ELL students are invited to these programs the same way all other students are; by notification. The school ensures that students are sent home with letters in their parent's choice of communication so they can discuss what afterschool activities they may want to participate in. By observing the number of ELLs who are currently participating in after school extracurricular activities, it is evident that all ELLs are welcomed and are involved in all school programs that interest their individual requests. Some after school programs our ELLs participate in are yearbook, cheerleading, enrichment classes, technology classes, dance, musical theater, and performances that occur throughout the school year. They are constantly involved in events such as Field Day, going on class trips, and our annual Turkey Bowl and basketball games. The PTA works to provide funds for these activities and ELLs are always encouraged to participate.
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 IS 7, every classroom has a computer, Smart Board, and an ELMO projector. These pieces of technology are used daily to assist in lessons and do aid the support of ELL growth. Students also have access to iPads and laptops in the building and can use them in the classroom setting. This year, many students began to bring in their tablets for classnote-taking and it has been a great success. ELLs can use the technology to view pictures and videos on topics being covered in class, which promotes their growth with the English language. Students will be able to read texts eletronicly and can find pictures easier on their tablets to help them make connections. Everyday, students are engaged with technology in all content area classrooms which helps them stay focused and on task.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
In our freestanding ELL model, the ELL teacher provides native language support to all ELLs by using support materials such as the internet, bilingual books, and bilingual dictionaries/glossaries. A student's native language is also embraced during many classroom

activities and discussions where they are responsible for explaining life in their native land to the other students. Students work to complete projects and use each other's background knowledge and culture to gain multiple perspectives. If two students with the same home language are in the same class, they are usually paired to assist each other. In all classrooms throughout the school, classroom diversity is appreciated and celebrated.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
The ELL teacher and school programmer work together to ensure that mandated services appropriately support ELLs by grouping them accordingly by grade. Within the different grade levels there are different proficiency levels, so students at the same proficiency levels generally work together. All resources are grade appropriate and align with the curriculum for each specific grade level.
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).  
At this time, unfortunately there is no separate program in place to assist newly enrolled ELL students before the beginning of the school year. Because we essentially we do not know how many ELLs are arriving over the summer, it is difficult to plan a program that would be helpful for ELLs prior to the school year start. As soon as the year does begin though, IS 7 sends home letters for students who wish to be student monitors, who can buddy up with a new ELL student and help them get acclimated to the building. The ELL teacher will monitor and assist the monitor in his or her job and will make sure that all students are working in a positive way. When students register to IS 7 in the middle of the school year, they work extremely close with the ELL teacher and they are given a ELL "buddy". Their buddy is usually someone in the ELL class who has been through a similar situation and can help them adjust. The "buddy" will also help the student with class assignments, explain homework, and any other work that is assigned to the new ELL. The grade assistant principal can also check in on the student, as well as any other classroom teacher who works with the student. This year specifically, we found that there were multiple general education students who spoke Russian who were able to communicate with an Entering ELL student in their class. This is just one example of a buddy that could help this student get adjusted to the school. Students can also work closely with their grade counselor during the adjustment period if necessary.
19. What language electives are offered to ELLs?  
At IS 7, we offer Italian as a language elective to our ELLs.
20. For schools with dual language programs:
  - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
  - b. In which language(s) is each core content area taught?
  - c. How is each language separated for instruction?
  - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

**Not Applicable**

## 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.)

In order to ensure that our staff is receiving adequate ELL support and instructional practices, our school sends the ELL teacher to many Professional Development presentations throughout the year. On professional development days, the ELL teacher works with some staff members on techniques that can be beneficial to ELL growth in academics. At this time, there are no specific PD dates in place that relate specifically to ELL students, but we are working to create one in the future. Due to the relatively low percentage of ELLs at the school, not all teachers are teaching ELLs, but those who are have already met with the ELL teacher to discuss proficiency levels and routes to take to help them in the classroom. The best practices learned at presentations are shared with staff throughout the year. Related service providers, assistant principals (Dina Testa, Joesph Mennella, Vincent Verdiglione, and Lauren Fischer), testing coordinators, paraprofessionals, and our coaches also participate in professional development that is related to ELL services. Our coaches at IS 7 (Christina Russotto, Ursula Du Britz, Timothy Imemba, and Allison Dunn) run a majority of our PDs and involve all teachers of all students. We have content area PDs that focus on strategies to help all learners in our school. All of our staff is responsible for having at least 15% of our professional development hours dedicated to learning about ELLs and how to teach to their needs as well. These professional development plans will focus on language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for ELLs. ELL teachers are required to have 50% of their hours dedicated to these elements. Other resources available to staff members is to attend professional development sessions on the network website.
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?

Teachers are provided professional development opportunities within our network and throughout city-based workshops, which are aligned and based off of the Common Core Standards. The ELL teacher works specifically with ELA teachers throughout the year to find ways to align their lessons within the integrated approach. These teachers work together to utilize similar strategies that can be used on the ELA and NYSESLAT assessments and on other assessments throughout the school year. The ELL teacher tries to implement strategies that can assist the ELLs on the same content that are learning in the ELA classes to further English proficiency.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

While all teachers should have an appropriate amount of ELL training, it is extremely important for the teachers of ELLs in the content classroom to be aware of any transitions that are occurring for the students. It is the job of the ELL teacher to provide support for the content classroom teachers, students, and parents of new ELL students. Resources will be provided to the staff to assist them in the needs of the ELLs. In addition to the Elementary to Middle School transition, IS 7 hosts a High School Information night for all 8<sup>th</sup> grade students to help them prepare for highschool. The guidance counselors at IS 7 work very closely with the ELL teachers to ensure that the ELL students are transitioning well. Students who appear to be frustrated and not transitioning well meet with the ELL teacher and guidance counselor to address their needs. ELL students partake in the same activities as all other students at IS 7, such as after school activities, trips, and dances.
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 ELL teacher and the assistant principal arranges for the ELL teacher to train teachers who need 15% of their professional development hours to be in ELL training. First, the assistant principal sends the ELL teacher to training to learn new and best practices for ELL students and these can be turned into professional development sessions. These professional development plans will focus on language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for ELLs. ELL teachers are required to have 50% of their hours dedicated to these elements. Other resources available to staff members is to attend professional development sessions on the network website. Our records are maintained through a personalized staff hour sheet. When the hours are completed, they are submitted to the principal and are stored in the teacher's file.

## 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?

Parent-Teacher Conference night happens in our school twice a year. During these afternoon and night sessions, our turnout rate is very high and we have the opportunity to speak to many parents one on one about the goals of the ELL program, language development progress, language proficiency assessment results, and language development needs in all content areas. There is also an ELL parent orientation when new ELLs arrive in our building, where the teacher meets with the parents to discuss all aspects of the classes and programs the students will be partaking in. Beginning in the upcoming school year, IS 7 will be setting up meetings throughout the school year for each individual child. During these meetings, it is required to discuss the progress of the ELLs and provide feedback for the parents as well. For any of these meetings throughout the school year, the parents are entitled to translation services and the administrators will utilize the translations unit provided by the DOE to ensure all parents can communicate with the teachers. Our parent coordinator works with the parents to provide relative information for all ELLs to keep parents involved with what is going on in the child's program. IS 7 also hosts an after school program one a week where parents are free to attend an ELL workshop with their child on best practices and strategies they are learning in class. The idea behind this is that parents will have the opportunity to work with their child and learn new skills as well that will be beneficial to both of their success.

#2 ANSWER: Once a year, in addition to parent-teacher conferences, initial parent orientations, quarterly progress meetings or other scheduled meeting provided for parents or guardians, schools must meet with individual parents or guardians of the ELL student. During this meeting, the goals of the program, their child's language development process, their child's English language proficiency assessment results, and language development needs in all content areas are discussed. At these meetings, if translation services are needed, it is the job of the ELL teacher and administration to utilize translation services. Any staff necessary to contribute to the discussion of the child's progress is encouraged to attend. Attendance is kept in the ELL binder where all other paper work regarding the status of our ELLs is kept. Throughout the school year additional outreach attempts are made through phone calls and letters that are sent home.

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.  
Paste response here:
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Beginning last school year, IS 7 implemented an after school program once a week for parents and ELL students to attend together. During this two hour session, the ELL teacher provided resources ELLs can utilize to promote student growth and success. Our parent coordinator is Barbara Zaremba and she works to communicate with parents and ensure that they stay up to date on all IS 7 activities. Students who attended the program worked closely with the teacher on strategies and ways to improve in their content areas. Parents were invited to attend and although the turn out rate for parents was low due to work schedules, they knew their children were attending and kept up to date on what skills they were practicing. Parents are always invited to all school activities and are encouraged to participate with their children. For translation services we contact the DOE translations unit who supports our school with translators that can communicate with the parents.

Answer to NUMBER 2 ABOVE: All records for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated are recorded in the student's cumulative folder. Everytime the ELL teacher reaches out to a parent whether it be by letter or phone call, it is documented or copied to be stored in the cumulative folder as well as the ELL teacher's binder. All parents are contacted in the specific language of their choice.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? The parent coordinator (Barbera Zaremba) is the liason between our parents and community based organizations, such as the NYC Public Library. She refers parents to these organizations for various services including ESL classes. For translation services we contact the DOE translations unit who supports our school with translators that can communicate with the parents.
5. How do you evaluate the needs of the parents?  
Surveys, questionnaires, and meetings take place throughout the year to evaluate the needs of the parents. The Parent Coordinator ensures that she is readily available to answer any questions or concerns that parents may have. In addition. the Parent

Coordinator assists parents by providing parents with ELL workshops and conducting surveys. The Parent Coordinator, along with the ELL teacher look to provide parents with as many opportunities as they can to involve parents and improve parent understanding of the role they must play in their child's education to ensure growth. The parent's request for translation services are always met to help them communicate comfortably with the teachers and Parent Coordinator.

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

Our parental involvement activities address the needs of our parents because our ELL parents always have questions and concerns for their child's education. By involving the parents in as much as possible, they are seeing first hand and working closely with teachers to determine the needs of their children. These activities provide parents with specific information that they need in order to gain insight on what their role in the education of their child is. Barbara Zaremba, our school parent coordinator works to ensure that parents are contacted in their chosen language. Interpreters and translation services at these events help parents communication and express their concerns clearly so all can be addressed. They are provided by the translations unit at the DOE. Our PTA also works to bridge the gap by including all parents and teachers by providing information about school events and fundraisers as well as promoting student participation in contests and activities throughout the school year.

#### **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: Elias Bernstein Intermediate****School DBN: 31R007**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dr. Nora De Rosa	Principal		1/1/01
Dina Testa	Assistant Principal		1/1/01
Barbara Zarembo	Parent Coordinator		1/1/01
Brianna Benanti	ENL/Bilingual Teacher		10/19/15
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Ursula Du Britz	Coach		1/1/01
Tim Imemba	Coach		1/1/01
Nicole Lark	School Counselor		1/1/01
	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: **31R007** School Name: **Elias Bernstein Intermediate School**  
Superintendent: **Anthony Lodico**

### 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.learn DOE.org/tiu/lac](http://www.learn DOE.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.

When ELL students are newly identified, parents must complete the Home Language Identification Survey which will provide the information needed to determine what language they speak. Parents must indicate how they wish to be contacted in a written and oral communication preferred language letter. For ELLs coming from another building, their information will be transferred and updated into ATS so the appropriate staff can be notified of language preferences. Translation services are provided for all parents who do not speak English, both written and orally. At any time in the year when a parent needs to communicate with the school, the school will provide translation services from the DOE translations unit to help the communication barrier. .

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.

There are ten families in our school that have requested that all school correspondence be translated to the following languages:

- Spanish- 2 families
- Italian- 1 family
- Russian- 1 family
- Portuguese- 1 family
- Ukraine- 1 family
- Chinese- 1 family

Macedonian- 1 family  
Urdu- 1 family  
Polish- 1 family

Although some parents can communicate in English, our school works to provide translation services to the parents in the listed languages. These translators can be utilized during any school interview, conference, or meeting that involves parental communication. The ELL contact person notifies the school community about parents' interpretation needs through professional development sessions offered during the school year.

## 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.)

Any school written correspondence letters that come from the Chancellor's Office will be automatically downloaded in different languages and distributed to parents in their preferred language. Correspondence that comes from the school will be translated fully by translation services provided by the LAC. Correspondence that comes from the school will be translated fully by translation services provided by the LAC and will be submitted to the unit two weeks prior to being sent home with the student.

Some samples of school correspondence that are to be translated are: report cards, school letters, trip notifications, letters from specific teachers, PTA letters, school wide notices, handbooks, school based calendars, emails that are sent from school personnel, conference announcements, after school eligibility information, testing dates, and any other letters generated by members of the school community.

For lower incident languages, the DOE Translation and Interpretation Unit will be contacted and translated correspondence will be sent electronically. All school correspondence is to be forwarded to the ELL contact person prior to distribution to ensure that all parents are provided with appropriate and timely information that they can understand.

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.

Oral interpretation services will be provided for the following events: Parent-Teacher conferences, ELL parent orientation, phone calls home regarding students' academic progress and/or any behavior issues, IEP conferences, PTA meetings, and parent workshops.

These services can be provided by any fully licensed staff member in the building who are bilingual and can translate. For lower incident languages, funds allocated from the Translation and Interpretation Budget will be utilized. Staff members from other schools can also be paid and utilized for any translations they can make for lower incident languages. Our school will also directly contact the DOE Translation and Interpretation Unit for over-the-phone translation services for IEP conferences.

### **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.

Our school will meet identified translation needs indicated in Part B by first allowing enough time for all materials to be translated, explained, and sent out to translation services. The written translation services will be provided by the Translation and Interpretation Unit and if a staff member cannot translate orally, for the oral services as well. Due to the diverse low incident languages of our student population, the Translations and Interpretation Unit will be the main source for our school to translate all necessary documents for parents.

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.

Our school will meet identified interpretation needs indicated in Part B but using over-the-phone interpreters via the Translation and Interpretation Unit as a main source. Our school does have licensed staff members who can translate Spanish, Italian, and Russian for parents, so if those languages are needed, staff members will be utilized. When face-to-face conversations arise, the Translation and Interpretation Unit will be utilized.

### **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.)

Our school will ensure that all staff members are aware of how to use translation services and over-the-phone interpretation services by awareness in staff meetings and staff emails. If staff members are concerned with how to get in contact with a parent, that staff member can contact the ELL teacher or an administrator who can provide further assistance. To ensure that all student's communication needs are met, the ELL teacher will work closely with the content teacher of ELL students to discuss progress and any issues that may occur which will call for necessary parent communication.

## **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

Our school will provide all above requirements for parental notification for translation and interpretation services by utilizing the translations and making sure they are available at our school. Come September, all new welcome posters will be on display, as well as the parents' Bill of Rights. Parents will have the guide to language access and will always have language ID guides at the main desk and the main office. The ELL teacher will be responsible for making sure all of these elements are in place for parents from the beginning of the school year.

## **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)

In order to obtain feedback from parents on the quality and availability of services, our school will utilize a parent survey in the parents' preferred language. The survey will assess how well the school and teachers have communicated with the parent throughout the year. It will also include how readily available translation services were met throughout the school year.