

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): **10X007**

School Name: **P.S. 007 KINGSBRIDGE**

Principal: **FRANK PATTERSON**

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: PS7, THE MILTON FEIN SCHOOL School Number (DBN): 10X007
K-5
Grades Served: _____
School Address: 3201 KINGSBRIDGE AVE. BRONX, NY. 10463
718-796-8695 718-976-8679
Phone Number: _____ Fax: _____
School Contact Person: FRANK PATTERSON Email Address: fpatter@schools.nyc.gov
Principal: FRANK PATTERSON
NATHANIEL SCHIAVO
UFT Chapter Leader: _____
BRUCE KAUFMAN
Parents' Association President: _____
BARBARA FLAM
SLT Chairperson: _____
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
N/A
Student Representative(s): _____
N/A

District Information

District: 10 Superintendent: MELODIE MASHEL
1 FORDHAM PLAZA, ROOM 836, BRONX, NY 10458
Superintendent's Office Address: _____
mmashel@schools.nyc.gov
Superintendent's Email Address: _____
718-741 5852 718-741 7098
Phone Number: _____ Fax: _____

Borough Field Support Center (BFSC)

BFSC: BRONX Director: JOSE RUIZ
1 FORDHAM PLAZA, BRONX, NY 10458
Director's Office Address: _____

Jruiz2@schools.nyc.gov

Director's Email Address:

718-828-7776

718-828-6280

Phone Number:

Fax:

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
FRANK PATTERSON	*Principal or Designee	
NATHANIEL SCHIAVO	*UFT Chapter Leader or Designee	
BRUCE KAUFMAN	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
BARBARA FLAM	Member/CHAIRPERSON UFT, TEACHER	
JENNIFER CANO	Member/TEACHER, ESL	
KRISTA DEIGHAN	Member/ TEACHER, SPEC.ED	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
S. ALAM	Member/ PARENT	
K. LUCAJ	Member/PARENT	
LAURIE RODRIGUEZ	Member/PARENT COORDINATOR	
R. ESPINAL	Member/PARENT	
R. GRUBE	Member/PARENT	
	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

Mission Statement

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

Special Initiatives

PS7 aims to achieve this vision through a:

o rigorous academic program designed to promote college readiness

o daily Differentiated Learning Program (DLP) menu of rigorous CCLS aligned Literacy and Mathematics activities for small groups of students

o varied K-5 arts program.

Context

PS7 is located in the Bronx with an enrolment of 734 students, 582 Hispanic, 64 White, 45 Black, 29 Asian, 6 multi-racial and 8 American Indian/Alaskan Native. Of these 147 are classified ENL and 99 SWD students.

Partnerships

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

School Strengths, Accomplishments

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

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

Quality Review 2014-15

Instructional Core :

1.1 Well Developed

1.2 Proficient

2.2 Well Developed

School Culture :

3.4 Well Developed

Systems for Improvement :

4.2 Well Developed

2014-15 ADVANCE OBSERVATION

DOMAIN 3 Instruction:

ALL - Highly Effective/Effective 74%, Developing/Ineffective 26%

3b - Highly Effective/Effective 73%, Developing/Ineffective 27%

3c - Highly Effective/Effective 73%, Developing/Ineffective 27%

3d - Highly Effective/Effective 76%, Developing/Ineffective 24%

2015-16 Overall Data:

- Attendance Rate 97.4%
- 140 Families Living in Temporary Housing and attending PS7
- 0 Suspensions

2015 STATE TESTS

- 32.5% or 149 students in Grade 3-5 students met state standards in NYSELA
- 47% or 221 students in Grade 3-5 achieved proficiency in NYS Math.
- Our subgroup data includes 3 SWD students (of 57) in 2015, achieving proficiency levels 3 & 4 in NYSELA, and in NYS Math 10 students in 2015 out of a population of 57.
- For our ELL population 5 students (of 114) in 2015 achieved proficiency levels 3 & 4 in NYSELA, and in NYS Math 11 students in 2015 out of a population of 126.

Challenges

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

Focus

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

Overall Instructional Focus

If teachers develop consistency in best practices around the teaching of writing, students will improve in their ability to communicate through writing, resulting in an increase in performance in ELA and Math, and all content areas.

1. Making the connection between Reading & Writing through written summaries of reading
2. Grouping students with similar issues for Guided Writing
3. Conducting Conferences to determine short term goals with students & individuals
4. Promoting writers purpose by strengthening language choice
5. Using Mentor texts to support revision.

10X007 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	728	SIG Recipient
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
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	77.0%	% Attendance Rate		95.7%
% Free Lunch	77.9%	% Reduced Lunch		7.3%
% Limited English Proficient	20.7%	% Students with Disabilities		12.9%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.3%	% Black or African American		7.2%
% Hispanic or Latino	73.5%	% Asian or Native Hawaiian/Pacific Islander		7.5%
% White	9.6%	% Multi-Racial		1.0%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	4.17	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	2.2%	% Teaching Out of Certification (2013-14)		4.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		3.9
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	36.5%	Mathematics Performance at levels 3 & 4		51.4%
Science Performance at levels 3 & 4 (4th Grade)	89.6%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		YES
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

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

1. 2014-15 ADVANCE OBSERVATION

DOMAIN 3 Instruction:

ALL - Highly Effective/Effective 74%, Developing/Ineffective 26%

3b - Highly Effective/Effective 73%, Developing/Ineffective 27%

3c - Highly Effective/Effective 73%, Developing/Ineffective 27%

3d - Highly Effective/Effective 76%, Developing/Ineffective 24%

2. Quality Review 2014-15

Instructional Core :

1.1 Well Developed

1.2 Proficient

2.2 Well Developed

School Culture :

3.4 Well Developed

Systems for Improvement :

4.2 Well Developed

3. NYSELA 2015

- 32.5% ALL students achieved proficiency levels 3 and 4 or 149 students
- 4.4% of ELL students, eligible to sit the test, achieved proficiency levels 3 and 4, or 5 student of 114
- 5.3% of SWD students achieved proficiency levels 3 and 4, or 3 students of 57
- 20 of 27 Black or African American Students achieved proficiency levels 3 & 4
- 85 of 346 Hispanic or Latino Students achieved proficiency levels 3 & 4
- 92 of 239 Female students achieved proficiency levels 3 & 4 (or 38.5%)

- 57 of 219 Male students achieved proficiency levels 3 & 4 (or 26%)

State ELA Exam Percentage Proficient Students by Grade:

- 3rd Grade 31.1%
- 4th Grade 34.4%
- 5th Grade 32.2%

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

5. Our 2015-16 Overall Data:

- Attendance Rate 97.4%
- 140 Families Living in Temporary Housing and attending PS7
- 0 Suspensions

6. Our School Survey 2015:

- 87% parents took the survey (compared with 49% citywide)
- 100% teachers took the survey (compared with 81% citywide)
- 96% positive responses from parents
- 97% positive responses from teachers

We will have a continued focus on ensuring that students are engaged in RIGOROUS INSTRUCTION this year

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.

Goal 1: By June 2016 all teachers will work to improve student writing, as evidenced by a 3% increase of the Grade 4 and 5 Constructed Response questions in the NYSELA 2016 Test.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>1. Grade teams examine the NYSELA Item analysis of the constructed response outcomes by grade by class by student</p> <p>2. Form a PD Team who examines the writing outcomes and devises at PD Plan for writing:</p> <ol style="list-style-type: none"> 1. Making the connection between Reading & Writing through written summaries of reading; 2. Grouping students with similar issues for Guided Writing; 3. Conducting Conferences to determine short term goals with students & individuals; 4. Promoting writers purpose by strengthening language choice; 5. Using Mentor texts to support revision. 	<p>Teacher teams</p>	<p>September 2015</p>	<p>Instructional leaders, PD Committee</p>
<p>Our PD Team presents PD on ‘Promoting writers purpose by strengthening language choice’, as a result of these session all teachers will:</p> <ul style="list-style-type: none"> • help students use effective language in their writing • increase student vocabulary • strengthen student verbal communication • motivate students through the use of visuals • help students replace vague vocabulary with precise words/phrases • teach students to use adjectives and adverbs in order to enliven word choice • analyze student work in grade teams • develop tiered tasks based on prior analysis in grade teams 	<p>Teacher teams</p>	<p>Oct. 19 Oct. 26, Nov. 2, Nov. 9, Nov.16, Nov. 23,</p>	<p>Instructional Leaders, Members of the PD Committee</p>

<p>PD on 'Using mentor texts to support revision', as a result of this session teachers will:</p> <ul style="list-style-type: none"> • model revision techniques through the use of mentor texts • enable students to believe that their writing can be improved • expose students to well crafted writing • incorporate prior PD on word choice to improve student writing 	Teacher teams	Dec.21st Jan. 4th, Jan.11th, Jan, 25th, Feb. 1st, Feb. 8th	Instructional leaders Members of PD Committee
<p>PD on 'Creating small groups for guided writing', as a result of this session teachers will:</p> <ul style="list-style-type: none"> • provide students with the opportunity to experience successful and independent writing within the context of strong teacher support • bridge the gap between teacher's model and students' independent writing • account for wide ranges of writing ability within the classroom 	School Community	May/June 2016	Instructional leaders, Parent coordinator

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.											
<ul style="list-style-type: none"> - Master Schedule programming to allow up to periods a week of common planning for all teachers - Consultant to provide PD and in class support - Nominated staff to provide PD - Funding for resources for units of study (Go Math and Ready Gen) - Additional nonfiction leveled texts - Per session funding for additional team planning - Funding for parent outreach and curricula workshops 											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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

February 2015 Benchmarks:

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

Part 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.

1. 2014-15 ADVANCE OBSERVATION

DOMAIN 3 Instruction:

- ALL - Highly Effective/Effective 74%, Developing/Ineffective 26%
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2. Quality Review 2014-15

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- School Culture:

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- Systems for Improvement:

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- 32.5% ALL students achieved proficiency levels 3 and 4 or 149 students
- 4.4% of ELL students, eligible to sit the test, achieved proficiency levels 3 and 4, or 5 student of 114
- 5.3% of SWD students achieved proficiency levels 3 and 4, or 3 students of 57
- 20 of 27 Black or African American Students achieved proficiency levels 3 & 4
- 85 of 346 Hispanic or Latino Students achieved proficiency levels 3 & 4
- 92 of 239 Female students achieved proficiency levels 3 & 4 (or 38.5%)
- 57 of 219 Male students achieved proficiency levels 3 & 4 (or 26%)

State ELA Exam Percentage Proficient Students by Grade:

- 3rd Grade 31.1%
- 4th Grade 34.4%
- 5th Grade 32.2%

4. NYS MATH

- 47.1% ALL students achieved proficiency levels 3 and 4 or 221 students
- 8.7% of ELL students, eligible to sit the test, achieved proficiency levels 3 and 4, or 11 student of 126
- 17.5% of SWD students achieved proficiency levels 3 and 4, or 10 students of 57
- 22 of 27 Black or African American Students achieved proficiency levels 3 & 4
- 139 of 357 Hispanic or Latino Students achieved proficiency levels 3 & 4
- 125 of 244 Female students achieved proficiency levels 3 & 4 (or 51.2%)
- 96 of 225 Male students achieved proficiency levels 3 & 4 (or 42.7%)

State MATH Exam Percentage Proficient Students by Grade:

- 3rd Grade 39.5%
- 4th Grade 52.2%
- 5th Grade 50.0%

5. NYS SCIENCE '14 Grade 4 students achieved proficiency levels 3 and 4 was 89.6%

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

6. Our 2015-16 Overall Data:

- Attendance Rate 97.4%
- 140 Families Living in Temporary Housing and attending PS7
- 0 Suspensions

7. School Survey 2015:

- 87% parents took the survey (compared with 49% citywide)
- 100% teachers took the survey (compared with 81% citywide)
- 96% positive responses from parents
- 97% positive responses from teachers

We will have a continued focus on the maintenance of a SUPPORTIVE ENVIRONMENT to improve student engagement.

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.

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

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>- We have a clear pathway for decision making that is empowering for all members of the school community & these allow us to set responsibility for outcomes equally throughout the school community;</p> <p>- Expectations are set at (or beyond) grade level CCLS & we strive to optimize outcomes for all our students in order to achieve these standards</p>	<p>Teachers</p>	<p>September 2015 to June 2016</p>	<p>Instructional leaders Consultants</p>
<p>- Instructional Leaders meet as an to analyze school data, share classrooms observations and review the grade teams agendas to establish and extend the culture of learning within the school</p> <p>- Instructional leaders maintain and ‘open-door’ policy to hear from teachers and families</p>	<p>Teachers and families</p>	<p>September 2015 to June 2016</p>	<p>Instructional leaders</p>
<p>- PD Schedule for 2014-15 provides support for the development and delivery of academically engaging instruction to challenge and motivate students in the learning programs</p> <p>- Inter-visitation is currently being implemented between colleagues and is based on the observation feedback;</p>	<p>Teachers</p>	<p>September 2015 to June 2016</p>	<p>Instructional leaders</p>
<p>- Teacher teams meet weekly to share best practices, meet with parents, perform inquiry work, and plan to better serve the needs of their students</p> <p>- Families are welcomed to make appointment to meet with their child’s teacher on Tuesdays and all parents are invited to Parent Teacher conferences, Publishing Parties and other school events to share student accomplishments</p>	<p>Teachers and families</p>	<p>September 2015 to June 2016</p>	<p>Instructional leaders Parent Coordinator</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.											
<ul style="list-style-type: none"> - Communication of specific schedule of events to appropriate sectors of school community; - Scheduling for staffing support for extra curricula school activities - Equipment to support the clubs and/or activities e.g. sporting activities, school trips, art and music activities - Materials to provide support for the running of teams (SLT, School Safety Team, etc) 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
	C4E		21st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.										
By February 2016 Benchmarks:										
<ul style="list-style-type: none"> - Reduction in the number of suspensions - 10% Reduction in demand for School Guidance Counselor - Record of increased attendance at school held workshops for families on curricula, health and school related issues. 										
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.										

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

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

Part 1 – Needs Assessment

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

1. 2014-15 ADVANCE OBSERVATION

DOMAIN 3 Instruction:

- ALL - Highly Effective/Effective 74%, Developing/Ineffective 26%
- 3b - Highly Effective/Effective 73%, Developing/Ineffective 27%
- 3c - Highly Effective/Effective 73%, Developing/Ineffective 27%
- 3d - Highly Effective/Effective 76%, Developing/Ineffective 24%

2. Quality Review 2014-15

- Instructional Core:

1.1 Well Developed

1.2 Proficient

2.2 Well Developed

- School Culture:

3.4 Well Developed

- Systems for Improvement:

4.2 Well Developed

3. NYSELA 2015

- 32.5% ALL students achieved proficiency levels 3 and 4 or 149 students
- 4.4% of ELL students, eligible to sit the test, achieved proficiency levels 3 and 4, or 5 student of 114
- 5.3% of SWD students achieved proficiency levels 3 and 4, or 3 students of 57
- 20 of 27 Black or African American Students achieved proficiency levels 3 & 4
- 85 of 346 Hispanic or Latino Students achieved proficiency levels 3 & 4
- 92 of 239 Female students achieved proficiency levels 3 & 4 (or 38.5%)
- 57 of 219 Male students achieved proficiency levels 3 & 4 (or 26%)

State ELA Exam Percentage Proficient Students by Grade:

- 3rd Grade 31.1%
- 4th Grade 34.4%
- 5th Grade 32.2%

4. NYS MATH

- 47.1% ALL students achieved proficiency levels 3 and 4 or 221 students
- 8.7% of ELL students, eligible to sit the test, achieved proficiency levels 3 and 4, or 11 student of 126
- 17.5% of SWD students achieved proficiency levels 3 and 4, or 10 students of 57
- 22 of 27 Black or African American Students achieved proficiency levels 3 & 4
- 139 of 357 Hispanic or Latino Students achieved proficiency levels 3 & 4
- 125 of 244 Female students achieved proficiency levels 3 & 4 (or 51.2%)
- 96 of 225 Male students achieved proficiency levels 3 & 4 (or 42.7%)

State MATH Exam Percentage Proficient Students by Grade:

- 3rd Grade 39.5%
- 4th Grade 52.2%
- 5th Grade 50.0%

5. NYS SCIENCE '14 Grade 4 students achieved proficiency levels 3 and 4 was 89.6%

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

6. Our 2015-16 Overall Data:

- Attendance Rate 97.4%
- 140 Families Living in Temporary Housing and attending PS7
- 0 Suspensions

7. School Survey 2015:

- 87% parents took the survey (compared with 49% citywide)
- 100% teachers took the survey (compared with 81% citywide)
- 96% positive responses from parents
- 97% positive responses from teachers

We will have a continued focus on the maintenance of a SUPPORTIVE ENVIRONMENT to improve student engagement.

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.

Goal 3: By June 2016 all teachers will engage in collaborative inquiry, examining best practices to improve instructional rigor in literacy lessons, as evidenced by 3% growth in NYSELA 2016.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>We developed our Writing Policy that will:</p> <ul style="list-style-type: none"> - serve as basis for grade and class level planning of writing lessons & units -support new, cluster and/or substitute teachers -provide the school with strong guidelines for working with such things as mentor texts, student selected mentor texts, revision and editing - sets out clear directions for using rubrics/ checklists and conference notes to support providing actionable feedback to students (and parents). 	<p>Grade teams</p>	<p>June 2015</p>	<p>Instructional Leaders, Grade Teams</p>
<p>Grade teams will:</p> <ul style="list-style-type: none"> • use specifically designed Lab Site format to ensure coherence across teams • Conduct 2-3 Lab Sites • Evidence that was gathered (& recorded on agreed formats) is collected & this data is collated (Jan/Feb) • A written analysis of findings returned to each team for review (Feb/Mar) • Ensure the analysis includes information the team found in terms of best practices to use to assist our subgroups to become more successful • Findings integrated into unit & lesson plans (Mar/June) <p>The Student Work Committee consisting of representatives from all grades will meet regularly to:</p>	<p>All Teachers All Teachers</p>	<p>September 2015 to January 2016 September 2015 to May 2016</p>	<p>Teacher Facilitator (scheduling coverages), Administration Instructional Leaders, Student Work Committee representatives</p>

<ul style="list-style-type: none"> • Use a protocol to examine student writing from each grade, looking for trends • Based on their findings they will make recommendations for strategies to use for whole class, small group and 1:1 • Members will turn key the findings and trends to their respective teams • Grade teams will plan to implement these recommendations into their lessons within their units of study • The Student Work Team will monitor progress of student writing across the school to ascertain how well the recommended strategies have worked. • Grade Teams will feedback the strategies that were mostly successful and those that still pose difficulties 			
<p>We will report out to inform the following:</p> <ul style="list-style-type: none"> - instructional leaders - cluster teachers - parents and community. 	School Community	May/June 2016	Instructional Leaders, All teams

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.											
<ul style="list-style-type: none"> - Master Schedule programming to allow up to periods a week of common planning for all teachers - Consultancy to provide PD and in class support - Network staff to provide professional development - Funding for resources for lesson plans within our units of study - Per session funding for additional team planning - Funding for parent outreach and curricula workshops - Additional texts to act as mentor texts 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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

February 2016 Benchmarks:

- revised lessons exhibiting successful strategies
- monitoring % Growth overall for Grades 3-5 performance from ELA Simulation 1 to ELA Simulation 2
- monitoring % Growth overall for Grades 3-5 performance from Mathematics Simulation 1 to Mathematics Simulation 2
- monitoring improvements in quality of writing samples based on grade level rubrics and presented as %
- Record of increased attendance at school held workshops on curricula and other family and parent programs.

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

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

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- 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.

1. 2014-15 ADVANCE OBSERVATION DOMAIN 3 Instruction:

- ALL - Highly Effective/Effective 74%, Developing/Ineffective 26%
- 3b - Highly Effective/Effective 73%, Developing/Ineffective 27%
- 3c - Highly Effective/Effective 73%, Developing/Ineffective 27%
- 3d - Highly Effective/Effective 76%, Developing/Ineffective 24%

2. Quality Review 2014-15

- Instructional Core:

1.1 Well Developed

1.2 Proficient

2.2 Well Developed

- School Culture:

3.4 Well Developed

- Systems for Improvement:

4.2 Well Developed

3. NYSELA 2015

- 32.5% ALL students achieved proficiency levels 3 and 4 or 149 students
- 4.4% of ELL students, eligible to sit the test, achieved proficiency levels 3 and 4, or 5 student of 114
- 5.3% of SWD students achieved proficiency levels 3 and 4, or 3 students of 57
- 20 of 27 Black or African American Students achieved proficiency levels 3 & 4
- 85 of 346 Hispanic or Latino Students achieved proficiency levels 3 & 4
- 92 of 239 Female students achieved proficiency levels 3 & 4 (or 38.5%)
- 57 of 219 Male students achieved proficiency levels 3 & 4 (or 26%)

State ELA Exam Percentage Proficient Students by Grade:

- 3rd Grade 31.1%

- 4th Grade 34.4%
- 5th Grade 32.2%

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

5. 2015-16 Overall Data:

- Attendance Rate 97.4%
- 140 Families Living in Temporary Housing and attending PS7
- 0 Suspensions

6. School Survey 2015:

- 87% parents took the survey (compared with 49% citywide)
- 100% teachers took the survey (compared with 81% citywide)
- 96% positive responses from parents
- 97% positive responses from teachers

We will continue to strengthen teacher practice in all 8 approved Danielson components for 2014-15 in planning and instruction and specifically Domain 3

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.

Goal 4: Teachers rated as ‘Developing’ in rubric 3d, based on Advance 2014-15 data, will be provided with targeted support to assist them in acquiring effective practices, as evidenced by a 10% improvement in the percentage of ‘Effective’ MOTP ratings in June 2016.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>To achieve this goal we will:</p> <p>Examine the ADVANCE data by teacher by Domain and select those teachers with at least one 'Developing' and 'Ineffective' ratings, across all their observations, in Domain 3 for targeted for additional support</p> <p>Devise two streams for the PD Plan - one for ALL staff and a more intensive, individualized support for targeted group</p> <p>All teachers will view the overall ADVANCE data for 2014-15 as a prelude to focusing on goal setting based on their specific learning needs.</p>	<p>All Teachers</p>	<p>September 2015</p>	<p>Instructional leaders</p>
<p>PD on Danielson 3B:</p> <p>Using questioning techniques to support precise mathematical language and deepen understanding of related mathematical concepts.</p> <p>As a result of this session teachers will:</p> <ul style="list-style-type: none"> • develop questions of high cognitive challenge • use those questions to revise curriculum • promote deeper understanding of mathematical concepts <p>encourage higher levels of student participation in discussion</p>	<p>All Teachers, Targeted Teachers</p>	<p>Mar. 14th, Mar. 21st, Mar. 28th</p>	<p>Principal, D. Taylor, M. Katz</p>
<p>Progress will be monitored based on:</p> <p>Data Tracking spread sheet devised for targeted teachers over 4-6 observations</p>	<p>All Teachers, Targeted Teachers</p>	<p>September 2015 to February 2016</p>	<p>Instructional leaders</p>

Regular meeting with supervisor to track progress toward their professional learning goal			
Ongoing Assessment Information will: - allow instructional leaders to monitor student progress - Simulation Data will be gathered into spreadsheets to support the tracking of our student subgroups - Data meetings will be held with targeted teachers to evaluate the impact of this goal on instruction.	All Teachers, Targeted Teachers	September 2015 to February 2016	Instructional leaders

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.											
<ul style="list-style-type: none"> - PD materials (Inquiry Notebooks, action planning, goal sheets, research articles) - Consultant and Network personnel for PD - Master schedule for PD 2015-16 - Master schedule for grade team meetings - Per session funding for additional planning for instructional rigor and assessment tools - Parent Coordinator activities 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<p>February 2016 Benchmarks:</p> <ul style="list-style-type: none"> - 4 revised units of study, lesson series and lessons exhibiting CCLS alignment, discussion questions and multi entry points - Growth of Grades 3-5 performance from ELA Simulation I to ELA Simulation 2 - Growth of Grades 3-5 performance from Mathematics Simulation I to Mathematics Simulation 2 - Growth of Grades 3-5 performance in ELA, Math Simulation Tests, for our subgroups

- Average growth of teacher Observation Data against the Danielson Rubric Domain 3 (3b, 3c and 3d), compared with 2014-15

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

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

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

Part 1 – Needs Assessment

- 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.

1. 2014-15 ADVANCE OBSERVATION, DOMAIN 3 Instruction:

- ALL - Highly Effective/Effective 74%, Developing/Ineffective 26%
- 3b - Highly Effective/Effective 73%, Developing/Ineffective 27%
- 3c - Highly Effective/Effective 73%, Developing/Ineffective 27%
- 3d - Highly Effective/Effective 76%, Developing/Ineffective 24%

2. Quality Review 2014-15

- Instructional Core:

1.1 Well Developed

1.2 Proficient

2.2 Well Developed

- School Culture:

3.4 Well Developed

- Systems for Improvement:

4.2 Well Developed

3. NYSELA 2015

- 32.5% ALL students achieved proficiency levels 3 and 4 or 149 students
- 4.4% of ELL students, eligible to sit the test, achieved proficiency levels 3 and 4, or 5 student of 114
- 5.3% of SWD students achieved proficiency levels 3 and 4, or 3 students of 57
- 20 of 27 Black or African American Students achieved proficiency levels 3 & 4
- 85 of 346 Hispanic or Latino Students achieved proficiency levels 3 & 4
- 92 of 239 Female students achieved proficiency levels 3 & 4 (or 38.5%)
- 57 of 219 Male students achieved proficiency levels 3 & 4 (or 26%)

State ELA Exam Percentage Proficient Students by Grade:

- 3rd Grade 31.1%
- 4th Grade 34.4%

- 5th Grade 32.2%

4. NYS MATH

- 47.1% ALL students achieved proficiency levels 3 and 4 or 221 students
- 8.7% of ELL students, eligible to sit the test, achieved proficiency levels 3 and 4, or 11 student of 126
- 17.5% of SWD students achieved proficiency levels 3 and 4, or 10 students of 57
- 22 of 27 Black or African American Students achieved proficiency levels 3 & 4
- 139 of 357 Hispanic or Latino Students achieved proficiency levels 3 & 4
- 125 of 244 Female students achieved proficiency levels 3 & 4 (or 51.2%)
- 96 of 225 Male students achieved proficiency levels 3 & 4 (or 42.7%)

State MATH Exam Percentage Proficient Students by Grade:

- 3rd Grade 39.5%
- 4th Grade 52.2%
- 5th Grade 50.0%

5. NYS SCIENCE '14 Grade 4 students achieved proficiency levels 3 and 4 was 89.6%

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

7. 2015-16 Overall Data:

- Attendance Rate 97.4%
- 110 Families Living in Temporary Housing and attending PS7
- 0 Suspensions

8. School Survey 2015:

- 87% parents took the survey (compared with 49% citywide)
- 100% teachers took the survey (compared with 81% citywide)
- 96% positive responses from parents
- 97% positive responses from teachers

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

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.

Goal 5 : By June 2016 there will be 8% improved attendance at school sponsored workshops as a result of our efforts to build on the partnership with families and community organizations.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Parent coordinator and K-2 Assistant Principal plans and conducts Parent-Child Activities:</p> <ul style="list-style-type: none"> • ELL Parent Workshop • Movie Night • Halloween Story Night • Game Night • Game Night • Arts and Crafts • Story Night • Physical Game Night • Physical Game Night • Arts and Crafts Valentine • Experiencing Testing • Story Night Mother’s Day <p>Father’s Day Story Night</p>	<p>Families</p>	<p>Sept. 2015 Oct. 3 Oct 9 Oct.30 Nov. 13 Nov 20 Dec 4 Dec 18 Jan 22 Jan 29 Feb 5 Mar 4 May 6 June 10</p>	<p>K-2 Assistant Principal Parent Coordinator</p>
<p>Monthly Newsletters that promote communication and highlight events at the school; - Instructional Leaders open door policy;</p>	<p>Families and students</p>	<p>September 2015 to June 2016</p>	<p>Instructional Leaders Parent Coordinator</p>

- Principal, assistant principals, School Guidance Counselors and teachers communicate with parents on a range of issues affecting student performance at school, as requested and/or required			
- Translation services are always available			
- Outreach organizations activities are planned, scheduled and communicated across the school community.	School community	September 2015 to June 2016	Instructional Leaders

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.											
<ul style="list-style-type: none"> - Funding allocated for Parent Coordinator and his activities, including workshops; - Monthly calendar of events is sent home & monthly Principal letter; - Parent Conferences advertised with Flyer advertise school events; - Scheduling and information home in regard to in school and out of school activities through community organizations and city agencies 											
Part 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	X	Title III, Part A	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
February 2015 Benchmarks:
<ul style="list-style-type: none"> - All members attend SLT Meetings, evidenced by minutes - 5% increase in attendance at monthly PTA meetings, evidenced by attendance sheets - 6% increase in attendance at Open House functions, based on sign in sheets
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	K-2 DRA Level (31 students) 3-5 Simulation Tests & NYSELA Test 2015 (468 students)	Guided Reading, Small group strategy groups	Small Group	As scheduled during school After school
Mathematics	K-2 Math Baseline (31 students) 3-5 NYS Math Tests & Math Baseline (483 students)	Small group strategy lessons & fluency practice	Small Group	As scheduled during school After school
Science	All 3-5 students DRA Levels & NYS Tests (483 students)	Small group reading & word study lessons	Small Group	As scheduled during school
Social Studies	All 3-5 students DRA Levels, NYS Tests (483 students)	Small group reading & word study sessions	Small Group	As scheduled during school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teacher recommendation & parent request (16 students) Mandated (27 students)	Role play in regard to student issues As determined by IEP	One to one, small group	As required &/or scheduled during school

Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> • Recruitment is conducted through Open-Market • Student are heavily observed to identify future talent • PS7 provides clear professional expectations, supported by school-based learning experiences to enhance a sense of community and shared responsibility • Professional development workshops are conducted by Principal, Assistant Principals and/or Coaches based on the PS7 PD Plan and our CEP goals. • Teachers are informed at whole school, team meetings and individually, as appropriate and required • Appreciation luncheons for teachers and staff are offered before the holiday period to support staff morale • Access to differentiated, whole grade/staff professional development opportunities to enable them to fulfill their role and to achieve high level of professionalism • Fulfillment and professional satisfaction that is achieved through the team structure of the school whereby teachers collaborate to share & to collaboratively plan to support one another in implementing new curricula.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>Job-embedded support for teachers (classroom and cluster teachers), designed to foster a supportive professional community through shared learning experiences, such as:</p> <ul style="list-style-type: none"> • understanding and using the Danielson Framework for Teaching; • revising the ELA and Mathematics curricula; • devising multiple entry points for our struggling, ELL and IEP students; • analyzing and monitoring individual student data from 4 ELA and 4 Math Simulations; • supervisors and coaches provide differentiated professional support (modeling, inter-classroom visits, 1:1 tailored planning meetings, as deemed necessary, or requested); • grade teams meet weekly to collaboratively plan; • continuous access to professional in class support – as requested and/or required; • new teachers meet weekly with their grade leader, or coach, to receive mentoring;

- all teachers participate in 1:1 meeting with supervisor, following an observation, for timely and actionable feedback that is based on the Danielson framework for Teaching;

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

n/a

3b. TA Coordination with the Regular Program

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

n/a

Part 4: SWP Schools Only

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

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Grade teams collaborate to

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

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

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '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	545,146.00	X	Goal 1 pp.12-13 Goal 2 pp.15-16 Goal 3 pp.18-19 Goal 4 pp.21-22 Goal 4 pp.24-25
Title II, Part A	Federal	n/a	n/a	
Title III, Part A	Federal	n/a		
Title III, Immigrant	Federal	17,928.00	X	Goal 1 pp.12-13 Goal 2 pp.15-16

				Goal 3 pp.18-19 Goal 4 pp.21-22 Goal 4 pp.24-25
Tax Levy (FSF)	Local	3,752,652.00	X	Goal 1 pp.12-13 Goal 2 pp.15-16 Goal 3 pp.18-19 Goal 4 pp.21-22 Goal 4 pp.24-25

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs

- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

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

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school’s policy.

Your school’s Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

Parent Involvement Policy (PIP) 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. **[10X007]**, 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. [10X007 will support parents and families of Title I students by:

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and

inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

School-Parent Compact (SPC) Template

[10X007 , in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;

- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>60</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>3</u>
of certified ESL/Bilingual teachers: <u>3</u>
of content area teachers: <u>0</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

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

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

Language of Instruction - English

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

Materials: Vocabulary Links for English Language Development - Continental

Get Set for Math New York - Continental

Get Ready for Reading New York - Continental

Finish Line Writing for the Common Core State Standards - Continental

Phonics and Word Study - Continental

Part C: Professional Development

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

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

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

This year certified ESL teachers of ELLs will attend several workshops offered through the Department of ELLs. attend NYSABE, Latino Caucus: Professional Learning Day, Beyond the Language Series at Bank Street College, and Developing English Language Learners' Mathematical reasoning in the early

Part C: Professional Development

grades. These workshops will be provided throughout the school year through various DOE organizations. In addition, teachers will continue to receive training through Pearson for Ready Gen which is one of the literacy programs we utilize with our ELLs.

Part D: Parental Engagement Activities

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

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

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

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

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

The parents will be notified via school monthly calendar, flyers, and telephone messenger service.

Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services	_____	_____

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

Allocation Amount: \$0

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

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 10	Borough Bronx	School Number 007
School Name Milton fein School		

B. Language Allocation Policy Team Composition

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

Principal Frank Patterson	Assistant Principal Miosotis Ramos
Coach Dahlia Taylor	Coach Laura Schmidt
ENL (English as a New Language)/Bilingual Teacher Rosa Acosta, Stephanie Rynne	School Counselor Kelly Links
Teacher/Subject Area Linda Kwartler/Literacy	Parent type here
Teacher/Subject Area Harre Qarri/ Grade1	Parent Coordinator Laurie Rodriguez
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent Melodie Mashel	Other (Name and Title) type here

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	6	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	2	Number of teachers who hold both content area/common branch and TESOL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	6	Number of special education teachers with bilingual extensions	2

D. Student Demographics

Total number of students in school (excluding pre-K)	750	Total number of ELLs	155	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	155	Newcomers (ELLs receiving service 0-3 years)	87	ELL Students with Disabilities	14
SIFE	9	Developing ELLs (ELLs receiving service 4-6 years)	68	Long-Term (ELLs receiving service 7 or more years)	0

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

	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	87	0	0	68	9	14	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 1

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	13	6	5	48	32	34								0
Chinese														0
Russian														0
Bengali		2			1	1								0
Urdu														0
Arabic		1		2	3									0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian	1				1	1								0
Other				1	1	2								0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	0	2	4	2	8	5								0
Emerging (Low Intermediate)	2	3	2	8	6	7								0
Transitioning (High Intermediate)	2	2	3	5	7	8								0
Expanding (Advanced)	7	2	14	26	12	15								0
Commanding (Proficient)	2	0	5	1	7	10								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 <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	0	0								0

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	34	6	0	0	0
4	38	10	0	0	0
5	33	12	0	1	0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	22	2	13	1	2	0	0	0	0
4	33	4	18	0	4	0	0	0	0
5	22	0	27	0	6	0	0	0	0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	0	0	8	0	18	0	12	0	0
8									0
NYSAA Bilingual (SWD)									0

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 To assess the early literacy skills of our ELLs, we use DRA. Interim Assessments also provide information on the students' academic development. The data provided indicates a need for a systematic plan for language development, which guides programmatic and curricular decisions for students until they acquire academic proficiency in English. Many of the beginner and intermediate ELLs, struggle with literacy in English as well as literacy in their native language. The advanced ELLs need additional support in the areas of writing and reading. We also use baseline and simulation assessments to determine levels and most importantly grouping for our differentiated learning groups.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 A number of ELLs who score proficiency in the area of listening & speaking continue to need support in reading & writing. For this reason, these students do not test out. Nonetheless, most of the ELLs need more support in reading & writing than in listening & speaking. We have noticed that the majority, 80% of our ELLs, do well in the speaking and listening modality. However, about the same percentage of students struggle in reading and writing.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 The data pattern noticed across proficiency levels and grades on the NYSESLAT is the following:
 - Students tend to perform better in the listening/speaking portion of the assessment; there are more advanced and proficient students in this area in comparison to reading/writing. Although our ELLs can communicate, they lack the vocabulary skills to express themselves at a higher level and it translates into writing and reading higher leveled texts.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?

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

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).] Data to guide instruction for ELLs is used to differentiate instruction for individual students as well as set up groups for small group instruction. The ELLs are provided with intensive, targeted instruction designed to match their learning needs, as demonstrated by performance on the assessments. Teachers use the item analysis data to target each child's individual needs. That information is also utilized to drive instruction and create groups during the regular school day and after-school.
6. How do you make sure that a student's new language development is considered in instructional decisions? We utilize their native language when necessary by providing support materials like books, audio, glossaries, dictionaries, Ipads, technology, and translators. Informal assessments are administered and utilized when making instructional decisions.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the 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?We do not offer dual language programs.
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs). To evaluate the success of our program for ELLs, we analyze the data (NYSESLAT, ELA, Math, Simulations, student work and running records) to determine gains made from one year to the other. We also use simulations, DRAs, running records and student work to measure progress on a monthly basis. We measure growth or lack of during our monthly ELL team meeting where we focus on looking at student work.

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.
In accordance to Commissioner Regulation Part 154, when our students are registered for the first time into our school, we administer the Home Language Identification Survey to determine NYSITELL eligibility. Parent or guardian filling out the HLIS, is interviewed by the ESL teacher, Mrs. Acosta and/or the Assistant Principal, Ms. Ramos. An informal interview is conducted in English or the native language during the completion of the HLIS form. If the HLIS indicates that a child speaks another language that is not English at home, the NYSITELL and LAB-R (if applicable) is administered within ten days of admission. During this process, we inform parents of the orientation video and present it to them in their native language. Miosotis Ramos, assistant principal, and Rosa Acosta, ESL teacher are responsible for administering the HLIS, NYSITELL, and LAB-R if applicable. The pupil accounting secretary has also been trained.
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).
Students are given a baseline at the beginning of the year or when they enter our school to measure grade level. Student work is also used.
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).
The Language Proficiency Team consists of Brian Schaeffer, A.P., Mrs. Landey, Special Education teacher, Diana Aravallo, Bilingual School Psychologist, and Ana Diaz, Bilingual Social Worker.

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.
At PS 007, entitlement letters are distributed to students to take home, as well as sent by mail. Parents receive entitlement and non-entitlement letters to inform them of their child's status as an English language Learner and their most recent NYSESLAT level. Since NYSESLAT scores are usually obtained in August/September, parents are sent the letters to inform them of whether their child/ren are eligible for ESL services in the beginning of the school year. Copies of the entitlement letters are made before sending them out to parents. Those letters are organized by grade and subject of letter and stored in the Assistant principal office who is in charge of ELL programs. Parent surveys and program selection forms are given to parents and returned after they have watched the orientation video.
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).
The parents are informed of the appeal's process during ELL parent orientation meeting.
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.
At PS 007, parents of ELLs are informed of all three program choices, as well as options, through individual parent meetings, conversations, and parent conferences. Parents of newly identified ELLs are invited to an ELL parent orientation to discuss information and options about programs for ELLs. The orientation video is provided in the parents' native language. Moreover, invitations to the orientations for parents who could not watch the orientation video on the day of registration are sent home with students and the parent coordinator, Mrs. Rodriguez and Assistant Principal, Ms. Ramos reach out to parents through telephone calls and personal communication during morning drop-off and afternoon pick-up.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
Those letters are organized by grade and subject of letter and stored in the Assistant principal office who is in charge of ELL programs. Parent surveys and program selection forms are given to parents and returned after they have watched the orientation video at registration.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
Although those forms are completed and returned at the time of registration, Ms. ramos, A.P., Mrs.Acosta, ENL teacher, and the parent coordinator, Laurie Rodriguez reach out to parents and invite them into the school to complete them.
9. Describe how your school ensures that placement parent notification letters are distributed.
These parent notification letters are sent home. The ENL teacher, Mrs. Acosta, and teachers of ELLs follow up with parents to answer questions and receive a signed copy of the letters.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
Paste response to question here:
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.
To annually evaluate ELLs using the NYSESLAT, we use the RLER (ATS report) to determine NYSESLAT eligibility. We then create a detailed schedule with make-up dates if necessary to administer each section (listening, speaking, reading, and writing) of the exam. The NYSESLAT is administered annually in May; we follow the prescribed testing calendar as per Department of Education testing schedule. The assessment is administered by a certified bilingual or ESL teacher as well as administration if necessary. Before testing every year, these teachers receive a testing orientation.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
These parent notification letters are sent home. The ENL teacher, Mrs. Acosta, and teachers of ELLs follow up with parents to answer questions and receive a signed copy of the letters.
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).
After reviewing the parent surveys and program selection forms for the past few years, over 98% of parents of new admits requested English as a Second Language rather than a Bilingual Program. We constantly review parent choice letters. Parent choice is also reviewed yearly.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction 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.

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

Not applicable; we do not offer transitional bilingual programs. They are rarely requested by parents.
 - c. DL program. *If applicable.*

Not applicable; we do not offer dual language programs at this time.
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)?

One certified ESL teacher, Mrs. Rosa Acosta works with general monolingual teachers providing content instruction to ELL students. The ENL teacher supports in developing students' English language proficiency by integrating ENL/ESL strategies within content area instruction. The ENL teacher supports ELL students through a push-in model. The ENL teacher plans together with the classroom teachers to ensure curriculum alignment. This program is designed to provide instruction in English with intensive support of ESL strategies and methodologies to develop English language proficiency and acquisition. The results of the New York State English as a Second Language Achievement Test will determine the units of ENL instruction mandated by CR Part 154. Students are grouped homogeneously or heterogeneously according to levels in modalities as per the NYSESLAT in order to target instruction. We are in the process of planning to hire an additional ENL teacher.

2a. Entering and emerging English Language Learners receive 360 minutes of English as a Second Language instruction per week. Transitioning and expanding English Language Learners receive 180 minutes of English as a Second Language instruction as mandated by CR Part 154. Commanding ELLs will continue to receive support for two additional years, 90 minutes of integrated ENL per week, as well as testing accommodations. We will determine the content areas they need the most support and include ENL services. Although we do not have bilingual programs, to help students transition from their native language to academic English, we provide support (glossaries, translated dictionaries, and library books) in the students' native language to help students meet grade level standards in all content areas.
3. Describe how 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.

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

We ensure that ELLs are appropriately evaluated in their native language through informal interviews, running records, and the Lab-R. The information this provides is used to inform subsequent teaching and learning activities as well as grouping.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Teachers of ELLs incorporate the four modalities in their lessons which they assess to ensure achievement of the goal.
6. How do you differentiate instruction for 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
- 6a. SIFE

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

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

6b. Newcomers

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

This will be accomplished through the following:

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

6c. ELLs receiving services 4 to 6 years

Various opportunities will be provided to strengthen all four-language modalities throughout the instructional day;
 A well planned instructional program with high levels of academic rigor and support;
 Literacy and learning will be aligned with grade level academic expectations;
 Explicit vocabulary instruction is accompanied by visual and kinesthetic cues that help students learn academic language;
 Providers focus on the development of Cognitive Academic Language (CALP) by integrating all 4 ENL modalities, reading, speaking, listening, and writing, into the content areas;
 All lessons will have a language objective and a content objective that support state standards and learning outcomes;
 Language objectives will be specific and focus on various aspects of language development such as vocabulary, reading comprehension skills, writing process, functional language, and specific grammar points;

The use of questions requiring expanded responses;
The use of labels, webs and diagrams to organize information;
Print rich environment that allows students to make reference to word walls and classroom charts.

6d. Long term ELLS

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

7. 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.

Paste response to questions here:

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?

Teachers of ELL-SWDs use a variety of instructional strategies and grade-level materials. Some of the strategies used to make content more comprehensible for ELL-SWDs are scaffolding techniques, bridging, explicit modeling, sentence starters, using visuals, modification of text, small group instruction, guided reading, strategy/skill groups and the use of graphic organizers as a guide or supplement to build background support in literacy and writing. Teachers have classroom libraries organized by levels as well as guided reading texts that are used according to students' reading levels and purpose of the lesson.

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

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

Chart

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

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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(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. 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.

Chart

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

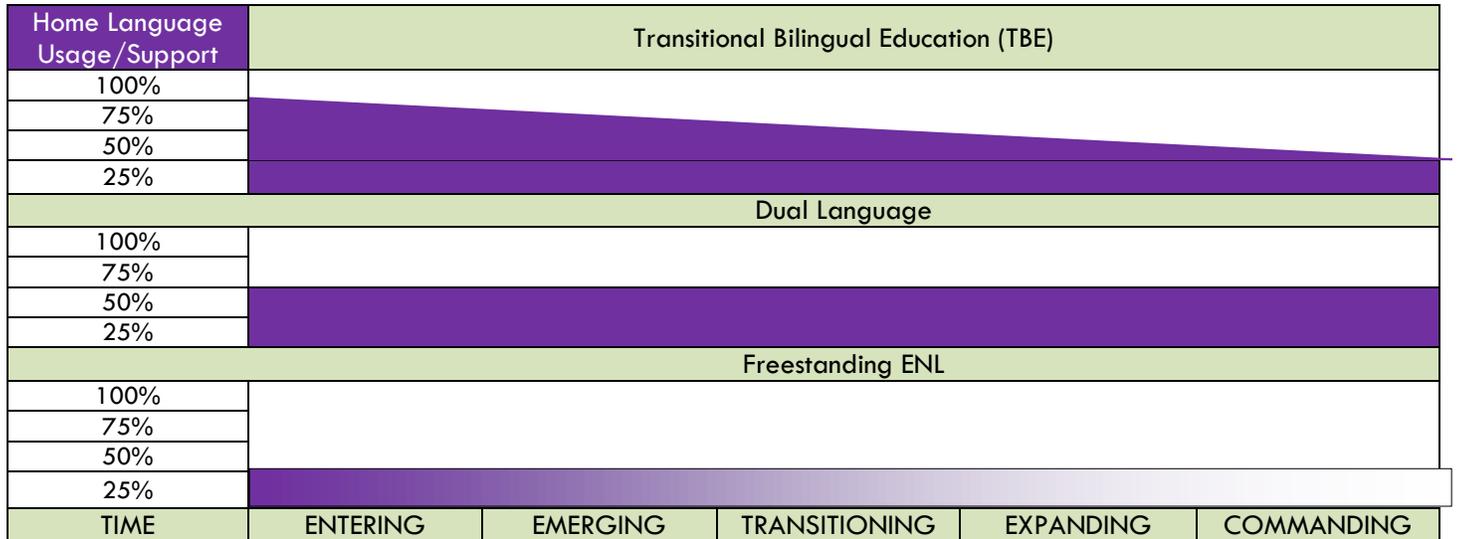


*Note “other approved services” does not apply to New York City at this time.

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.
At PS7, we have designed a targeted intervention program for the entire grade 2 through 5 student population called Differentiated Learning Period (DLP). During this time, periods 2 and 3, students are instructed by providers (teachers) in specific targeted areas in literacy and mathematics. Student groups were formed through and by careful analysis of data like state exams, NYSESLAT levels, DRA and running records, ELA and math simulation exams, end of unit assessments and so forth. The English Language Learners are serviced by Mrs. Pena-MsKee (AIS), Mrs. Lambert (AIS), Mrs. Acosta (ENL), Ms. Cano (ENL), Ms. Qarri (ENL), Mrs. Greal (ENL), and Ms. Kwartler (ENL). In addition, ELLs are included and invited to all after-school programs. Through Title III ELLs participate in after-school programs focused on their specific needs according to our data. These interventions are offered in English. Some of our beginner ELLs receive support using their native language to assist with comprehension. ELLs who reach proficiency on the NYSESLAT continue to receive academic and language development support through small group instruction, academic intervention in specific content areas, rigorous classroom instruction and after-school support. ELLs are afforded the opportunity to participate in all school programs available.
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 ELLs are making progress at a normal rate with the exception of students with a limited foundation in their native language and those whom are SIFE. Teachers are well aware of the ELLs in their class.
12. What new programs or improvements will be considered for the upcoming school year?
For the upcoming school year we will plan improvements according to need based on data. We will hire additional staff, ENL teacher and AIS teacher, to support ELLs.
13. What programs/services for ELLs will be discontinued and why?
As we monitor and assess the progress of ELLs, we will make informed decisions regarding implementation of new programs and/or discontinuance of existing ones. Parental choice will play a key factor in planning of programs for English Language Learners.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs are afforded the opportunity to participate in all after-school programs. ELLs are invited to after-school programs catered specifically for them and their specific needs. For example, language development programs specifically for beginner ELLs.
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.
To support ELLs in all content areas, Time for Kids Grammar Usage and Mechanics, Attanasio & Associates Getting Ready for the NYSESLAT and leveled libraries in English and Spanish, RAZ kids (reading computer program), Teacher Created Materials Standards Based Editing, Ready Gen, Go Math, On core Mathematics by Houghton Mifflin Harcourt and Finish Line for ELLs are utilized. Additionally, students are exposed to and allowed to practice using technology like the computer and/or Smartboards. For instance, since we have determined that our ELLs require further attention on writing skills, we utilize the grammar books to assist with certain skills concerning writing.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Native language support is delivered through the mandated instructional periods of native language arts and through materials that support English as a Second Language acquisition.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
All ELLs are placed in a classroom setting that matches their age appropriate level and language preference as indicated by Parent Choice Surveys. All ELLs who are eligible for ESL, receive push-in services by our certified ESL teacher, Rosa Acosta.
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 the beginning of the school year newly enrolled ELLs receive an orientation where they are given a tour of the school and are introduced to key people at the school. They will be invited to participate in an after-school program for newly arrived ELLs only.
19. What language electives are offered to ELLs?
We do not offer language electives at this time.
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)?

We do not have a dual language program at this time.

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.)
An essential part of our English as a New Language Program is our comprehensive professional development component. We strongly believe that the quality of our Free Standing ENL instructional program is shaped by the quality of the teacher; therefore, we provide differentiated professional development for our teachers within and outside of the school.
2. 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?
Our entire instructional staff has been involved in ESL coaching sessions where all teachers participate in studying and discussing topics such as: ESL Performance Standards, Developing Literacy Skills in ELL students, Differentiated Instruction to Address the Different Levels of Language Proficiency and Academic Development, Planning Standard-based Lessons infusing ENL strategies, Teaching the Content Areas Through ENL Strategies, providing structured vocabulary instruction, and Developing Spoken Language. We will continue building our teachers' professional development by engaging teachers in the best research-based teaching practices including scaffolding techniques, and the Principles of Learning of Academic Rigor and Accountable Talk. These principles will be embedded in all instructional plans.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Our guidance counselor, Mrs. Links, works with all of our students including the ELLs on issues concerning the transition to Middle School. She also works with all students on respect for all and especially with ELLs concerning issues of arriving to a new school and new country.
4. 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.
This school year, teachers will receive support in scaffolding techniques as well as quality teaching for ELLs. These supports will continue throughout the school year for all teachers. We will differentiate the support depending on teacher and student need. The training will address the different the history of the types of programs for ELLs like: Bilingual self-contained, transitional bilingual, push-in and pull-out programs. Teachers will have an opportunity to watch the parent video. We will discuss the different compliance issues related to ELLs. Most importantly, we will go into depth about the different methodologies and skills necessary to support ELLs academically. After completion of the training, participants receive a certificate and record of the training is maintained by the personnel secretary, Mrs. Ramos.

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?

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

Parent needs are met through regular parent activities such as:

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

ARIS support

Workshops on the new Common Core Learning Standards.

Coffee Hour with the parent coordinator

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

2. 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.

Teachers keep signed documentation of meetings with parents of ELLs as well as call logs. ELL parent workshops and orientation sign in sheets are kept.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. In order to organize and prioritize services and support, we evaluate parent need through surveys provided through the parent association as well as personal communication with our parent coordinator, Assistant Principal, and teachers of ELLs.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? The parent coordinator, Laurie Rodriguez, and Assistant principal, Ms. Ramos, work closely with several agencies like the community library, post office, hospitals, neighborhood clinics, bank, supplemental servies, and health and mental services agencies. These organizations provide different workshops related to finance, nutrition, technology, exercise, immigration and acquiring passports.
5. How do you evaluate the needs of the parents?
Many of the workshops are dependent on the needs and interests of the parents of ELLs as per their requests.
6. How do your parental involvement activities address the needs of the parents?
We discuss topics that are of interest and importance to the parents. If individual meetings need to be conducted, they are.

D. Additional Information

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

Paste response here:

School Name: _		School DBN: _	
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)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	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: **10X007** School Name: **Milton Fein**
Superintendent: **Mrs. Mashel**

Before you begin, please check the following:

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

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

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

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

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

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

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

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

Part B: Creating a Communications Calendar

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

Parent-teacher conference announcement, memorandums, entitlement letters, calendars, and after-school invitations.

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

Parent conferences, parent meetings on Tuesdays, open house, publishing celebrations, and parent coffee hour will take place on a regular basis.

Part C: Providing Language Assistance Services

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

We have made an effort to hire staff that can assist with translation and support parents in need of translation. In the case that we cannot meet their needs we ask for assistance in the community and utilize the services provided by the Translation & Interpretation unit.

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.

Depending on the language and need, we will utilize both the Translation & Interpretation Unit service as well over-the-phone interpreters and in-house translators.

Part D: Training Staff on Policies and Procedures

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

The teachers and other service providers are made aware of the translation services available and how to access them when necessary.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

Parents are provided with translation on a needs basis. Teachers are aware of the languages of the parents and plan for translation during conferences and meetings. We translate documents as well.

Part F: Monitoring and Quality Control

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

Our school will use feedback provided by the parents from the various workshops we will conduct throughout the school year. We will also provide parents with surveys at different times throughout the year to help us plan for interesting and important workshops.