2018-19
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 19K007
School Name: P.S. 007 ABRAHAM LINCOLN
Principal: CAROLYN NOEL
Comprehensive Educational Plan (CEP) Outline

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## School Information

**School Name:** Abraham Lincoln P.S.7  
**School Number (DBN):** 19k007

**BEDS Code:** Pre-K-5

**Grades Served:** Pre-K - 5

**School Address:** 858 Jamaica Ave

**Phone Number:** 718 647-3600  
**Fax:** 718 827-4004  
**Email Address:** jfoley@schools.nyc.gov

**School Contact Person:** Jennifer Foley  
**School Contact Person:** Carolyn Noel

**Principal:** Carolyn Noel

**UFT Chapter Leader:** Christina Martin  
**Parents’ Association President:** Grace Jones-Roberts

**SLT Chairperson:** Jennifer Foley

**Title I Parent Representative (or Parent Advisory Council Chairperson):** Crystal Santiago

**Student Representative(s):** N/A

**CBO Representative:** N/A

## District Information

**Geographical District:** 19  
**Superintendent:** Dr. Thomas McBryde, Jr.

**Superintendent’s Office Address:** 555 Pennsylvania Ave

**Superintendent’s Email Address:** mcbrydej@schools.nyc.gov

**Phone Number:** (718) 240-2700  
**Fax:** (718) 240-2747

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**Field Support Center (FSC)**

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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 and Family Engagement Policy 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carolyn Noel</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Christina Martin</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Grace Jones-Roberts</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>Salome Estrella</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Crystal Santiago</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Jennifer Foley</td>
<td>Member/ Teacher/Chairperson</td>
<td></td>
</tr>
<tr>
<td>Melinda Morris</td>
<td>Member/ Teacher/recorder</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/ Teacher/facilitator</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>-----------------------</td>
<td>--------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Margarita Medina</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Evelyn Neal</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Ediberto DeJesus</td>
<td>Member/ Parent</td>
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<td>Member/ Parent</td>
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</tbody>
</table>
Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, 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 aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

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 five 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 school communities. All of the qualitative assessments are rooted in the Quality
Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The
Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. **Instructional Core Across Classrooms**: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. **School Culture**: Positive Learning Environment (1.4), High Expectations (3.4)
3. **Systems 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)

#### School Quality Guide

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to
set expectations for schools and promote school improvement. The report is designed to assist educators to
accelerate academic achievement toward the goal of career and college readiness for all students. The report is also
available to families and other members of the community who wish to obtain detailed information about a school’s
practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information.
For the quantitative information, the report provides multiple years of data, which shed light on trends over time.
The report also provides context for the school’s quantitative data by including comparisons to the performance of
similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set
based on the historical performance of similar schools and all schools citywide.

#### Title I Requirements and Strengthening Title I Parent Involvement
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click here.

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 and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy 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

1. **What is your school’s mission statement?**

We, the staff, students and parents of P. S. 7 commit to SOARING to success. Together we will strengthen our diverse school community by supporting academic and social-emotional growth. We will always STRIVE to do our best, be sure to OWN our actions, and ALWAYS work together while RESPECTING ourselves and others. As a school community we will continue to work to achieve our fullest potential while moving along the path to college and career readiness.
2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

Public School 7 is a culturally diverse school. The school population comprises of 13% Black, 80% Hispanic, 2% White and 5% Asian Students.

Our commitment to improvement and success in academic and social areas led us to partnerships with organizations. Presently we have a partnership with East New York Reads to enhance the literacy development of the school community (parents, teachers, students). Through this partnership we were able to offer summer school to students in grades K-4. This school year one to one tutoring, buddy reading, and an after school program for at risk first graders was added. In addition, we are collaborating with our local library to offer needs based workshops for parents. Parents are empowered by the opportunity to become learning leaders.

Our school strengths are the collaboration amongst staff, and administrators, as well as the open line of communication between parents and the school at large. We provide a safe environment for everyone. Another strength and accomplishment that we proudly embrace is the progress of our Special Education Programs/Integrated Co-Teaching (ICT) classes. Most of our teachers' measure of teacher practice rating is effective. In order to improve teaching and learning we are a Teacher's College Reading And Writing school. The partnership between family, teacher, and student may sometimes be challenging due to language barriers or time. To improve in that area translators are available throughout the building to ensure that everyone has access to all information. To accommodate the schedules of parents activities and workshops are conducted during the school day and in the evening.

3. Describe any special student populations and what their specific needs are.

The student body includes 16% English as a new language (ENL) students and 16% students with disabilities (SWDs). We pride ourselves in being a learning environment that supports our students in meeting their goals in academic and social emotional areas. Administration, staff, and parents work collaboratively and are in constant communication to afford our students a safe haven, as well as a rigorous and engaging learning environment.

Our ENL teachers and students benefit from the partnership we have with Teacher’s College. Teachers receive in class coaching that focuses on ENL and SWD best practices aligned to our current curriculum.

4. Identify 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.

Based on the data 2017-2018 school year ELA and Math assessments we made progress. In ELA there was a 9% increase in levels 3 and 4. There was a 5% decrease in Level 1. In Math there was a 5% increase in levels 3 and 4. There was a 5% decrease in level 1. A key focus is writing critically about reading by using text evidence to support responses.
### Student Performance for High Schools

<table>
<thead>
<tr>
<th>Academic Yearly Progress (AYP) (2017-18)</th>
<th>% DA Diploma w/ Advanced Designation</th>
<th>% 4 Year Graduation Rate</th>
<th>% Global History Performance</th>
<th>% ELA Performance at levels 3 &amp; 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall NYSED Performance for High Schools (2017-18)</td>
<td>10%</td>
<td>7%</td>
<td>97%</td>
<td>10%</td>
</tr>
<tr>
<td># of Students</td>
<td>10%</td>
<td>7%</td>
<td>97%</td>
<td>10%</td>
</tr>
<tr>
<td># Students with Disabilities</td>
<td>10%</td>
<td>7%</td>
<td>97%</td>
<td>10%</td>
</tr>
<tr>
<td># White Students</td>
<td>10%</td>
<td>7%</td>
<td>97%</td>
<td>10%</td>
</tr>
<tr>
<td># Black or African American Students</td>
<td>10%</td>
<td>7%</td>
<td>97%</td>
<td>10%</td>
</tr>
<tr>
<td># Hispanic or Latino Students</td>
<td>10%</td>
<td>7%</td>
<td>97%</td>
<td>10%</td>
</tr>
<tr>
<td># Asian or Native Hawaiian/Other Pacific Islander Students</td>
<td>10%</td>
<td>7%</td>
<td>97%</td>
<td>10%</td>
</tr>
<tr>
<td># Multi-Racial Students</td>
<td>10%</td>
<td>7%</td>
<td>97%</td>
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<tr>
<td># Special Education Students</td>
<td>10%</td>
<td>7%</td>
<td>97%</td>
<td>10%</td>
</tr>
<tr>
<td># English Language Learners</td>
<td>10%</td>
<td>7%</td>
<td>97%</td>
<td>10%</td>
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<tr>
<td># Limited English Proficient Students</td>
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<td>7%</td>
<td>97%</td>
<td>10%</td>
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<tr>
<td># Free Lunch Students</td>
<td>10%</td>
<td>7%</td>
<td>97%</td>
<td>10%</td>
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<tr>
<td># Special Classes</td>
<td>10%</td>
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<td>97%</td>
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<td># Dual Language Students</td>
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<td>10%</td>
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<tr>
<td># Foreign Language Students</td>
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<tr>
<td># Visual Arts Students</td>
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<tr>
<td># CTE Students</td>
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<td>7%</td>
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<tr>
<td># Drama Students</td>
<td>10%</td>
<td>7%</td>
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<td>10%</td>
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<tr>
<td># Integrated Collaborative Teaching Students</td>
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<td>97%</td>
<td>10%</td>
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<tr>
<td># Integrated (ELA) Students</td>
<td>10%</td>
<td>7%</td>
<td>97%</td>
<td>10%</td>
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<tr>
<td># Self Contained (ELA) Students</td>
<td>10%</td>
<td>7%</td>
<td>97%</td>
<td>10%</td>
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<tr>
<td># Excluded by Local Assistance Plan</td>
<td>10%</td>
<td>7%</td>
<td>97%</td>
<td>10%</td>
</tr>
<tr>
<td># Suspension w/ Fewer than 5 Days of Suspension</td>
<td>10%</td>
<td>7%</td>
<td>97%</td>
<td>10%</td>
</tr>
<tr>
<td># Suspension w/ 5 Days or More of Suspension</td>
<td>10%</td>
<td>7%</td>
<td>97%</td>
<td>10%</td>
</tr>
<tr>
<td># Total Exclusions</td>
<td>10%</td>
<td>7%</td>
<td>97%</td>
<td>10%</td>
</tr>
</tbody>
</table>
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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

According to the 2017-2018 data captured from the Teachers College Pre/Post Writing assessments the strand of Elaboration in Grades K-5 score on an average of 4.0 – 4.5 on the writing progression rubrics. The score range for proficiency in the strand should range between 5.0 – 7.0.

Elaboration is a double weighted strand due to the fact that details are powerful and omnipresent. Writing relies on well-used details.

After analyzing data from the writing samples and conference notes it is evident that students need to be taught explicit strategies and the mechanisms of skillful writers in order to select details that will improve their writing in all three genres prescribed by the CCSS (arguments, informative and narratives). Increased scores in this strand will lead to students scoring overall proficiency in their post assessments.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, at least 55% of students in grades 3-5 (including ENL and SWD) will meet grade level benchmarks in the elaboration strand appropriate to their grade for informational writing by obtaining a scaled score of 5.0 – 7.0 on the Elaboration Strand of the Teachers College Writing Rubric.
### 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Activity/Strategy</th>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS 7 Literacy Coach and Universal Reading Coach will work alongside the Teachers</td>
<td>All Teachers</td>
<td>9/18-6/19</td>
<td>Coaches, TC Consultant, Administration</td>
</tr>
<tr>
<td>College Consultant to create a P.D. Plan that will focus on the writing workshop</td>
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</tr>
<tr>
<td>and specifically the Elaboration strand.</td>
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<tr>
<td>Teachers will add a Session 0 into every writing unit, focused on the Elaboration</td>
<td>All Teachers</td>
<td>9/18-6/19</td>
<td>TC Consultants, Coaches, Teachers and Administration</td>
</tr>
<tr>
<td>Strand. Teachers will model using exemplar pieces, rubrics, checklists, and goal</td>
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<tr>
<td>setting sheets.</td>
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<tr>
<td>Data Specialist will add a column to the Data Tracker for Elaboration in order to</td>
<td>Data Specialists</td>
<td>9/18-6/19</td>
<td>Data Specialist, Teachers, Administration</td>
</tr>
<tr>
<td>capture the movement of scores from the pre-post assessments. Teacher will enter</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>the score for every unit.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers will be normed on the expectations of the rubric, checklist, mentor</td>
<td>All teachers,</td>
<td>9/18-6/19</td>
<td>Consultant, ELA lead teachers</td>
</tr>
<tr>
<td>pieces, lessons for elaboration, and support materials. They will be provided the</td>
<td>coaches</td>
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</tr>
<tr>
<td>Writing Pathway book, Big Book of Details, and the Writing Workshop guides for</td>
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<tr>
<td>support, lesson studies, conducting conferences with focus on elaboration and</td>
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<tr>
<td>supplemental resources.</td>
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</tr>
<tr>
<td>Students will be given IF... Then materials, goal setting resources, checklists,</td>
<td>Students</td>
<td>9/18-6/19</td>
<td>TC consultant, Coach, ELA Leads</td>
</tr>
<tr>
<td>rubrics, mentor pieces and Writing Toolkits focused on the Elaboration strand</td>
<td></td>
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</tr>
<tr>
<td>Parent workshops will be conducted to provide explanation and resources supporting</td>
<td>SLT, Parents,</td>
<td>9/18-6/19</td>
<td>Coaches, Administration, Teachers</td>
</tr>
<tr>
<td>the Elaboration Strand.</td>
<td>Teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students who consistently score below the benchmark will be targeted for small</td>
<td>Students,</td>
<td>9/18-6/19</td>
<td>Consultants, Teachers</td>
</tr>
<tr>
<td>group work. Goal setting and monitoring and tracking of progress will be</td>
<td>teachers,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>documented.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers will create flash draft topics, jot lot questions, short response</td>
<td>All Staff,</td>
<td>9/18-6/19</td>
<td>Coaches, Administration, ELA Leads</td>
</tr>
<tr>
<td>questions, and strategy notebooks in order to develop Elaboration across genres</td>
<td>students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>and content.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Add Elaboration information and resources to the school newsletter sent home to</td>
<td>Parents</td>
<td>9/18-6/19</td>
<td>Coaches, ELA Leads</td>
</tr>
<tr>
<td>the parents with ideas and activities to do at home.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Inquiry Team work will focus on progress monitoring of strand to meet benchmarks</td>
<td>Teachers/Staff</td>
<td>9/18-6/19</td>
<td>Coaches, Consultants, Administration</td>
</tr>
<tr>
<td>within grades, across grades and in content area. Focus will be on data collected</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>and scores in Data Tracker.</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

In September an Open House will be held to provide parents an overview of the Elaboration Strand across the continuum and developmental targets across each grade. Resources will be provided to support parents with developing the strategies at home and providing examples within texts. Parents will be provided with monthly newsletters that will give them updates on the progress of our goal and how they can develop the work at home.

### 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.

- Teachers College Consultants
- Literacy Coach
- Writing Pathway Book
- Big Book of Details
- Teachers College Workshops
- ELA Leads
- Heinemann Website
- Guide to the Writing Workshop
- Strategy Notebooks

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>C4E</td>
<td></td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

### Part 5 – Progress Monitoring

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

By January 2019 30% of the students in grades 3-5 will score between 5.0-7.0 on the writing Elaboration Strand.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

Student TC pre and post Informational writing pieces

**Part 5c.** In February 2019, 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**

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.
3. What policies, practices, and structures are in place to ensure you are supporting the whole child?

According to the 2017-2018 NYC School Survey responses, it was stated that 94% of our teachers from grades prek-5 feel that students are safe in the hallways, bathrooms and cafeteria of their school compared to the District rate of 93%. Even a higher percentage of teachers, 98% stated that they feel that students are safe in their classrooms. This is comparative to the District goal of 98%. Also relevant in the School Survey was a staggering 63% of teachers feel that students behave well in class even when the teacher isn’t watching and 62% of teachers say that students listen carefully when the teacher gives directions.

Based on our 2016-2017 Quality Review we were rated Well Developed and received a score of 4.99 for promoting an environment that is safe and inclusive to all students while supporting social-emotional growth.

Based on the 2017-2018 NYC School Survey responses parents responded as follows:

97% of families say that at their school their child is safe

97% of families say that School Safety Agents promote a safe and respectful environment at their school.

After analyzing data from the 2016-2017 Quality Review and the 2017-2018 NYC School Survey responses it is evident that students must develop intrinsic habits and skills related to the principals of responsibility, planning ahead, respect for others, teamwork and balance. These principals are timeless, universal, and self-evident and will make an impact on their daily life.

**Part 2 – Annual Goal**

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.
By June 2019, students will independently apply the P. S. 7 PBIS principles and demonstrate self awareness and incidences of positive behavior during non-instructional times such as lunch time, arrival and dismissal times. This will result in classes earning a minimum of 20 PBIS incentive awards.
### 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS 7 Classroom teachers can nominate a “Kind” student for the month that demonstrates the PBIS principle for the month</td>
<td>All students</td>
<td>9/18-6/19</td>
<td>PBIS team, classroom teachers, staff</td>
</tr>
<tr>
<td>Student/Staff Mentor Programs (Gem and My Brother’s Keeper)</td>
<td>At risk students</td>
<td>9/18-6/19</td>
<td>Mentors, Guidance Counselor, Teachers</td>
</tr>
<tr>
<td>Students are mentored and taught accountability</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional learning opportunities for staff to identify restorative practices aligned to PBIS</td>
<td>All students</td>
<td>9/18-6/19</td>
<td>PBIS team, administration</td>
</tr>
<tr>
<td>Modify student of the month to recognize students with behaviors consistent with respect, kindness, responsibility, etc.</td>
<td>All students, parents, teachers</td>
<td>9/18-6/19</td>
<td>PBIS team, PTA, administration</td>
</tr>
<tr>
<td>Review established expectations with entire staff including school aides supervising lunch periods. Review rules developed for specific settings (cafeteria, hallway, auditorium, school yard, bathroom, classroom). Provide lesson plan supports for teaching expectations/rules.</td>
<td>Teachers, school aides, students, SSA</td>
<td>9/18-6/19</td>
<td>PBIS team, school aides, administration, teachers</td>
</tr>
<tr>
<td>Review rewards/recognition program established by PBIS team with entire staff.</td>
<td>Teachers, school aides, administration, SSA, administration</td>
<td>9/18-6/19</td>
<td>PBIS team, administration</td>
</tr>
<tr>
<td>Staff/student survey will be created and disseminated a minimum of 2 times a year to assess success and next steps of PBIS.</td>
<td>Students, teachers, staff</td>
<td>9/18-6/19</td>
<td>PBIS team</td>
</tr>
<tr>
<td>Review with staff system for responding to behavioral infractions/violations. Students identified with a pattern (occurring at least 2 times per month) will be referred to the Child Study team. Establish a PBIS newsletter sent home to the parents with ideas and activities to do at home related to each habit.</td>
<td>Staff, Parents</td>
<td>9/18-6/19</td>
<td>PBIS team, guidance counselor, Dean, administration, Child Study Team</td>
</tr>
<tr>
<td>Tokens will be labeled by class to hold teachers accountable for distributing as a reward in a timely fashion.</td>
<td>Teachers/Staff</td>
<td>9/18-6/19</td>
<td>PBIS team</td>
</tr>
</tbody>
</table>
3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

Quarterly PBIS newsletter will be distributed to parents informing them of the classes and how many tokens they have, habits that will be discussed in the future months, success observed during the previous months, and parent activities they can do at home to foster PBIS. Parents will be invited to classroom celebrations. PBIS team will conduct at least 3 parent workshops throughout the year aligned to PBIS principles and virtues. Teachers will also adopt a PBIS class notebook that will be sent home each Friday with a different student to be completed with a parent to share how they are living each trait/virtue at home as a family. The PBIS team will lead this incentive along with Literacy Coach, Guidance Counselor, and Dean.

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.

PBIS team and materials, tokens, banners, Conflict Resolution Teacher, East New York Reads

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X</td>
<td></td>
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<tr>
<td></td>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

Part 5 – Progress Monitoring

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

By January 2019 60% of classes will earn at least 100 tokens behavior as indicated on the PBIS plan. By January 2019 60% of classes will earn at least 10 Silver tokens distributed during lunch periods, arrival and dismissal times.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

PBIS staff/student survey, school wide monitoring of tokens and incentives through visual representation tool, PBIS home connection notebook completion rate, percentage of parents attending PBIS meetings.

Part 5c. In February 2019, 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**

<table>
<thead>
<tr>
<th>Question</th>
<th>Data Trends, Source and Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school's strengths relative to this Framework element?</td>
<td></td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element?</td>
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</tbody>
</table>

Our school has made it a priority for teachers to meet together and plan cooperatively. As part of our systems and structures all classroom teachers are given at least two periods a week as a grade to come together and plan, analyze student work, and identify data trends.

We will work with our instructional coach to strengthen our practices as part of conducting professional development cycles in Literacy and Math.

After conducting a needs analysis, the following areas are successes:

- Quality Review 2017- 81% of teachers stated that they have opportunities to work productively with colleagues in their school.
- School Quality Guide 2018- 83% of teachers say that teachers are actively trying to improve their children

The following are areas of need:

- School Quality Guide 2018- 76% of teachers say that their professional development experiences this year has been sustained and coherent.
- 71% of teachers say that their professional development experiences this year have included enough time to think carefully about, try, and evaluate new ideas.
- 62% of teachers say that teachers are eager to try new ideas.

**Part 2 – Annual Goal**
Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, all classroom teachers will engage in Action Research on students' writing focusing on elaboration in informational writing. The result will be an action plan that will inform instruction. By June 2018, 50% of students in grade 3-5 will score at least proficient and above in TC informational writing unit assessment.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
</tr>
</thead>
</table>
| - Evidence-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). |
| Target Group(s) Who will be targeted? |
| Timeline What is the start and end date? |
| Key Personnel Who is responsible for implementing and overseeing the activity/strategy? |
| Staff will attend professional development workshops and receive guidance through resource articles, action research protocols (text-based seminars), and texts to share effective strategies and best practices with colleagues. Classroom Teachers |
| Classroom Teachers 9/18 – 6/19 |
| 9/18 – 6/19 |
| Coaches, ELA Leads, Administration |
| We will provide professional learning, analysis of data, analysis of student work, and research strategies to implement action research and instructional rounds to impact instructional change and student achievement in ELA. Coaches, teachers, administration, all students (SWD and ENL) |
| Coaches, consultants, administration, IEP staff, ENL Teachers, |
| 9/18 – 6/19 |
| We will provide teachers with a mentor/coach to support them through modeling, co-teaching, inter-visitations, conferencing, lesson planning and collaboration in ELA. Professional learning opportunities regarding lesson study protocol and how to embed best teaching practices will be ongoing. Coaches will keep logs and schedule intervisitation with reflection as part of the ongoing process. Teachers, Coaches |
| Teachers, administration, Consultants, IEP and ENL support staff |
| 9/18 – 6/19 |
| Professional development will be provided on the use of running records and miscue analysis, which are tools that will help teachers to identify patterns in student reading behaviors and the strategies a reader uses to make sense of text. Vocabulary and elaboration strand in writing will be highlighted. Teachers, all students |
| Coaches, consultants, administration, ELA leads, IEP and ENL support staff |
| 9/18 – 6/19 |

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

P.S.7 Coaches and ELA Leads and teachers will provide parent workshops on a bi-weekly basis to instruct and inform parents on the strategies to support reading and writing practices being embedded during the school day, which will help them to help their children. Parent coordinator will send home a survey to assess the needs of the families and
will meet will teachers facilitating workshops to create a timeline. Teachers will base learning opportunities on data they collect from students and will introduce parents to topics of study on the homework.

**Part 4 – Budget and Resource Alignment**

<table>
<thead>
<tr>
<th>Part 4a.</th>
<th>Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>TC Curriculum will be used during the School Year. Online resources. Professional Development and Instructional Coach, Afterschool Professional Development Committee Meetings to analyze Quality Review Indicators, School Survey. Fountas and Pinnell kits and P.D. on analyzing performance tasks to inform instruction. Schedule-2-3 Common PREPS per grade/content area.</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Part 4b.</th>
<th>Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>Tax Levy</td>
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</table>

**Part 5 – Progress Monitoring**

<table>
<thead>
<tr>
<th>Part 5a.</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By February 2019 50% of students will score a 2 in the writing short response part of the ELA practice test.</td>
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</table>

<table>
<thead>
<tr>
<th>Part 5b.</th>
<th>Indicate the specific instrument of measure that is used to assess progress.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA periodic assessments.</td>
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</table>

| Part 5c. | In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Strength: According to the February 2017 Quality Review, common assessments are used school wide to determine student progress. School wide and grade specific decisions are made based on data. A data tracker is used to allow the school community to record and track student progress.

Need: Based on the Advance Measure of Teacher Practice (MOTP) Summary Report, in Danielson Domain 3 (Instruction), teachers received the highest developing percentage (14.79%) and the lowest effective percentage (79.29%) in component 3d, Using Assessment in Instruction. Effective use of formative assessments are needed to make pedagogical decisions that respond to student progress.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, 85% of teachers will be effective or highly effective in using assessment to make informed decisions during instruction. Domain 3D - Advance this will be evident by teachers using check ins during instruction to determine the degree of student understanding and engage in teacher actions that will support improved student understanding and achievement levels.
### Part 3a – Action Plan

**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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers,</td>
<td>9/18-6/19</td>
<td>Teachers, School Coach, Universal Literacy Reading Coach, Administration, TC Coaches, Generation Ready Coach</td>
</tr>
<tr>
<td>Administration,</td>
<td></td>
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<tr>
<td>Parents</td>
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<tr>
<td>Teachers,</td>
<td>9/18-6/19</td>
<td>Teachers, Coaches, Instructional Leads</td>
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<tr>
<td>Coaches,</td>
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<tr>
<td>Universal</td>
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<tr>
<td>Literacy Reading</td>
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<tr>
<td>Coach</td>
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<tr>
<td>Administration</td>
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<tr>
<td>PD Team, Inquiry</td>
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<tr>
<td>Team, Administration, Data Specialist</td>
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</tr>
<tr>
<td>Teachers,</td>
<td>9/18-6/19</td>
<td>Teachers, Coaches, Instructional Leads, PD Team, Administration</td>
</tr>
<tr>
<td>Administrative</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENL Teachers</td>
<td>9/18-6/19</td>
<td>ENL consultant, ENL coordinator, administration, ENL teachers, Special Education teachers, Coach, AIS providers</td>
</tr>
<tr>
<td>Special Education Teachers</td>
<td></td>
<td></td>
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<tr>
<td>Teachers, AIS providers</td>
<td></td>
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<tr>
<td>ENL Coordinators</td>
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<td>Teachers</td>
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<td></td>
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<tr>
<td>Coaches</td>
<td></td>
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<tr>
<td>Administration</td>
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</tbody>
</table>

**Activities:**

- **Continue with Teacher's College Reading and Writing Project (TC) Professional Development** - 10 days of on site PD for grades K-2 and 10 days of on site PD for grades 3-5, 25 days of PD on specific topics at Teacher’s College, Coach days, Principal Institute, and Parent Day

- **Generation Ready Professional Development (Math) - 10-15 days**

- **Weekly common planning**

- **Develop teacher experts and engage in intervisitations to view using assessment during instruction**

- **Inquiry Team and Professional Development Team will analyze data to inform necessary professional development**

- **Provide professional development cycles focused on monitoring, supervising, and tracking students as they engage in differentiated learning activities**

- **Provide ENL and Special Education professional development**
3b – Parent and Family Engagement

| Provide actionable feedback aligned to Danielson 3d | 9/18-6/19 |

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Monthly parent empowerment meeting specific to what students are learning will be conducted each month. The parent coordinator, coaches, administrators, teachers and community partners will conduct meetings. Literacy Inc. workshops to provide reading and literacy resources and assistance. Mystery reader program, monthly parent newsletter, and planned parent walkthroughs will be used to promote parent leadership and engagement.

Part 4 – Budget and Resource Alignment

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Resources: Instructional Coach, TC Coach, Generation Ready Coach, ENL Coordinator, AIS Teachers, Data Specialist</td>
</tr>
<tr>
<td>Instructional Resources: TC resources, Leveled Literacy, RTI programs indicated in RTI Plan (based on student needs), Fundations</td>
</tr>
<tr>
<td>Schedule Adjustments: Weekly Common Planning Time (grades, across grades, content area)</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I SWP</td>
<td>Title I TA</td>
<td>Title II, Part A</td>
<td>Title III, Part A</td>
<td>Title III, Immigrant</td>
<td></td>
</tr>
<tr>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

Part 5 – Progress Monitoring

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By January 2019, 50% of teachers will receive an effective or highly effecting rating in Using Assessment During Instruction (3d). Formal and informal teacher observations data (school wide, grades, and individual trends, strengths, and challenges) will be analyzed in Danielson 3d.</td>
</tr>
</tbody>
</table>

Part 5b. Indicate the specific instrument of measure that is used to assess progress.
| Part 5c. In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school's strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Strengths

During the 2017-2018 school year at least 100 parents attended PS 7 parent learning opportunities monthly.

According to the 2017-2018 Parent Survey 98% of families say that teachers and families think of each other as partners in educating children.

Need

The 2017-2018 Parent Survey indicated that 89% of parents say they have communicated with their child's teacher about their child's performance. All parents should be updated regularly on student progress.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019 family ties will be strengthened and parents empowered by at least 60% of families communicating with teachers and school staff at least 5 times a year about their child's progress. Communication may be in person, on the phone, or use of a communication app. The impact will be the school and home working together to increased student progress.
## 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Parents</em></td>
<td>9/18-6/19</td>
<td>PTA</td>
</tr>
<tr>
<td><em>All students</em></td>
<td></td>
<td>Instructional Leads, Teachers, Administrators, Parent Coordinator, Coaches</td>
</tr>
</tbody>
</table>

### Flexible Time/Scheduling to increase parent participation

Parent workshops will be held on Tuesday afternoons (2:30-3:00 p.m.), weekday mornings at 8:30 a.m. (right after arrival), and during a part of PTA meetings in the evenings (6:00 p.m.).

We will also create a parent resource center that will contain resources for parents to take home that were unable to attend workshops. We will make this resource center a focal point in the main entrance and will put resources of missed parental involvement opportunities. This center will also contain activities for parents to support their children at home in English, Spanish and any other languages based on need.

### Increase business ties

We will work closely with the Cypress Hills Organization to provide our parents with real life skills that are necessary for daily success such as nutrition, resources found in your local library, and law enforcement. The information learned from these workshops will assist parents in making informed decisions in all aspects of daily life that will impact the quality of life of their children.

* We will provide training opportunities for our parent volunteers to become Learning Leaders.
* We will collaborate with East New York Reads a cooperation that will support our students in achieving academic growth.

- Literacy Inc. – Engages parents in workshops that promote positive literacy behavior at home; understanding core values that foster learning and academic achievement; and train engaged parents to become ambassadors in the community.

- Learning Leaders - Train volunteers to work in schools under the direction of classroom teachers and provides parent workshops to increase their capacity to support literacy development in the family.

- Reading Partners- Uses a structured curriculum that is aligned to the Common Core State Standards, to provide one-on-one tutoring, and help students become strong confident readers.

- Read Alliance- An afterschool program where volunteers work with students to complete and review homework, and assist in developing reading skills.

- NY Food Bank- Provide families with hands-on cooking experiences that focus on healthy living and dietary habits. Uses a structured curriculum called “Cookshop” to cook with parents healthy meals.

*P.S.7 Parent Workshops: Teachers will plan and coordinate Parent Academies where teachers will give parents a sneak peak of the upcoming math chapter and provide them with strategies they can use at home to support their children.

* We will continue to provide parents with access to visit classrooms through such events as Mystery Reader, Open School Week, Publishing Parties, and Family Literacy Night.

* We will continue to maintain an open door policy on Tuesdays from 2:30-3:00 p.m. to

<table>
<thead>
<tr>
<th>*Parents</th>
<th>10/18-6/19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff</td>
<td></td>
</tr>
<tr>
<td>Teachers</td>
<td></td>
</tr>
<tr>
<td>Instructional Leads</td>
<td></td>
</tr>
</tbody>
</table>
meet with teachers/parents to address concerns and provide quality parent workshops. These workshops will be announced on our Monthly Parent Calendar.

*We will continue to provide parents with "Coffee and Conversations" with the Principal

*Sub groups targeted family workshops will be held once a month for parents of students with disabilities and English as New Learners where helpful strategies will be shared by teachers, consultants, and staff developers. These workshops will help parents build support throughout the building and also network with parents who are going through similar situations. At the end of the year the parents that have attended regularly will be invited to a parent Luncheon where they will share out how these programs have been a positive impact in their lives.

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**3b – Parent and Family Engagement**

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

Cypress Hills Local Development Corporation, East New York Reads

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**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.

*Surveys *Push in teacher

*Letters to businesses *Teasher's College Reading and Writing

*School Messenger *Parent coordinator

*Computers

*School: Data Specialist, Staff Developer

*K-2 and 3-5 AIS teachers
*Businesses: Cookshop, East New York Reads, Cypress Hills organization

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

<table>
<thead>
<tr>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td></td>
</tr>
</tbody>
</table>

**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 2019, teachers would have communicated with at least 40% of parents 3 times to inform them of their child’s progress.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

- Teacher logs

**Part 5c.** In **February 2019**, 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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>*Letter recognition and sounds</td>
<td>*Fundations: phonics</td>
<td>*Small group</td>
<td>*45 minutes each day during the school day</td>
</tr>
<tr>
<td></td>
<td>*Running records: Independent/Instructional level</td>
<td>*Leveled Literacy</td>
<td>*Tutoring</td>
<td></td>
</tr>
<tr>
<td></td>
<td>*Analyze ELA data</td>
<td>*S.P.I.R.E</td>
<td>*Computer</td>
<td>Extended Day</td>
</tr>
<tr>
<td></td>
<td>*Students who demonstrated lowest benchmark progress</td>
<td>*Teachers College</td>
<td>*Push in and pull out model will be utilized</td>
<td>Saturday Academy</td>
</tr>
<tr>
<td></td>
<td>*Teacher Input</td>
<td>*ELACCLSReady</td>
<td>*Labsites/Model Classrooms</td>
<td></td>
</tr>
<tr>
<td></td>
<td>*4th &amp; 5th grade targeted students</td>
<td>*IReady</td>
<td>*Co-teaching</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Great Leaps</td>
<td>*Co-planning</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>*STARS-Reading Partners</td>
<td>*One-to-One</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>Students demonstrating lowest benchmark progress</td>
<td>*CCLSReady</td>
<td>*Small groups</td>
<td>*During the school day</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Math Steps resources will be used as well as manipulatives</td>
<td>*Push in/Pull Out</td>
<td>*Extended Day</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Go Math</td>
<td>*Labsites/Model Classrooms</td>
<td>*Saturday Academy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Generation Ready problem solving strategy/CGI</td>
<td>*Co-planning</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Mathletics</td>
<td>*Co-planning</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Illustrative Mathematics</td>
<td>*One-to-One</td>
<td></td>
</tr>
<tr>
<td>Subject</td>
<td>Description</td>
<td>Assessment Type</td>
<td>Group Type</td>
<td>Time</td>
</tr>
<tr>
<td>----------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>----------------------------------</td>
<td>-----------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Beginning of the Year Baseline Assessment</td>
<td>*Hands on experiments aligned to 4th grade Scope and Sequence</td>
<td>*Small groups</td>
<td>*During school day</td>
</tr>
<tr>
<td></td>
<td>*KaplanScience</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>*Passport Unit Assessment</td>
<td>*Passport</td>
<td>*Small groups</td>
<td>*During school day</td>
</tr>
<tr>
<td></td>
<td>*Teacher Made Assessment</td>
<td></td>
<td>*One-to-One</td>
<td></td>
</tr>
<tr>
<td><strong>At-risk services</strong></td>
<td>*Teacher’s Referral</td>
<td>*Counseling</td>
<td>*Small Group</td>
<td>*During school day</td>
</tr>
<tr>
<td></td>
<td>*Data</td>
<td>*PBIS</td>
<td>*One-to-one</td>
<td></td>
</tr>
<tr>
<td></td>
<td>*Child Study Team</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)
**Section 7: Support for Students in Temporary Housing (STH)**

**Directions:**
- *All* Title I schools must complete Part A of this section.
- *All* Non-Title I schools must complete Part B of this section.

**Supporting Students in Temporary Housing (STH)**

### Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

   | 19 |

2. Please describe the services you are planning to provide to the STH population.

   - Basic emergency supplies, educational support services and parental involvement

### Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

   | 19 |

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an [STH liaison](#).

N/A
Section 8: 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(s) where the response can be found.
- For additional information, visit the Title I Intranet webpage.

Part 1: Title I Status

Indicate with an “X” your school’s Title I Status.

<table>
<thead>
<tr>
<th></th>
<th>Schoolwide Program (SWP)</th>
<th>Targeted Assistance (TA) Schools</th>
<th>Non-Title I</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

In order to ensure highly qualified staff members, the following measures are taken:

* Mentors are assigned to support struggling teachers
* Buddy teacher for new teachers in school and on grade
* Hiring teams
* Existing teacher references
* Conversations with local colleges and universities
* Administrators attend Fairs
* Teachers attend PD outside of school then turnkey the information to their colleagues and administration

To maintain High Quality Teachers (HQT), teachers will share best practices with colleagues in an effort to enhance students’ progress within the classroom. Also, inter-visitations are scheduled so that teachers may observe their colleagues and note differentiation and best practices.

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).

High quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet the Common Core State Standards entails similar strategies and techniques as teaching to meet the needs of all students. Professional development should be planned and organized to meet the needs of the teachers as classroom teachers or content teachers. This involves preparing a survey or intake questionnaire in which teachers have the opportunity to share what they feel they need more professional development in to better meet the needs.
of their students and to hone their instruction. (Danielson’s Domain 4) The same survey can be distributed to paraprofessionals as well. Once determined, professional development should be planned to address the needs, while being differentiated based on those needs, on student population (ELLS/Special Needs), and levels of experience. The participants must then have the opportunity to then apply what was learned, discussed, and shared and then to have feedback on the practice. This cycle will allow for development and will then directly positively impact student growth. We can also strengthen P.D.’s by using colleagues who show high proficiency in framework areas to share best practices.

Part 3: TA Schools Only

3a. Use of Program Resources

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

NA

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).

NA

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.).

P.S.7’s Pre-K teachers attend Pre-K for All workshops to learn about strategies they can use to unpack DOE units of study. Teachers focus on their instructional track to embed art, dance and music into their daily lesson planning. Preschool students are exposed to the Pre-K Common Core State Standards. Teachers are involved in the curriculum mapping process and Professional Development through the city-wide Pre-K for All Initiative. The Pre-K social worker and family worker together provide parental learning opportunities to the families every month. These workshops are focused on academic, social, and emotional growth whose goal is to maintain parents updated on current practices. Parents are also invited to Parent Learning Opportunities that are school wide so as to begin to immerse themselves in topics that are not specific to Pre K such as , safety, how to help your child with homework through native language, and how to use technology as a support at home. Students participate in the Jump Start program for early literacy and “A Day in the life of a Kindergartner” where they spend a day in a kindergarten classroom and are introduced to routines and procedures specific to Kindergarten.

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.
The curriculum team and instructional leads meet regularly to discuss Measurement of Student Learning (MOSL) and in-house assessment opportunities. Go Math, Social Studies Passport, Engage NY, Science and Teachers College programs provide targeted assessments based on the curriculum and Core Curriculum State Standards. These assessments provide students with opportunities to construct open responses, answer short response questions and complete multiple-choice questions. Teachers share input with their respective grade as to formatting the text aligned questions to ensure that it is a text dependent question that mirrors English Language Arts (ELA) prompts. The inquiry teams along with the coaches, analyze the data collection from multiple sources and plan specific Professional Opportunities based on findings to improve teacher practice and student learning. In Pre-K, teachers, paraprofessionals and administration meet to discuss assessments that were available for Pre-K. Teachers selected to incorporate COR Advantage as their formative assessment. COR Advantage is a birth-to-kindergarten assessment that assists teachers in supporting children at every developmental level — including children who are English Language Learners and those with special needs. It also provides administrators with more comprehensive reporting options to guide program planning and staff development. This assessment is anecdotal based and monitors student progress. Teachers enter anecdotal and scores online and track and group students for future learning. Teachers received professional development on line through both online webinars and archived webinars.

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

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

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, section references where a related program activity has been described in this plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Column A</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Verify with an (X)</td>
</tr>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$705,357.00</td>
<td>x</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>$115,780.00</td>
<td>x</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

2018-19 CEP 39
**Explanation/Background:**

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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 and Family Engagement 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 and Family Engagement Policy and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. P.S.7, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>P.S.7 will support parents and families of Title I students by:</td>
</tr>
<tr>
<td>● providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;</td>
</tr>
<tr>
<td>● 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;</td>
</tr>
<tr>
<td>● fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;</td>
</tr>
<tr>
<td>● providing assistance to parents in understanding City, State and Federal standards and assessments;</td>
</tr>
<tr>
<td>● sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;</td>
</tr>
<tr>
<td>Parental Involvement and School Quality</td>
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<tr>
<td>----------------------------------------</td>
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</tbody>
</table>
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., ESSA/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1 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
the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the Every Student Succeeds 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;

### Encouraging School-Level Parental Involvement

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

● communication and open ties to family

● E-Messenger

● School Calendar

● 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;

● providing 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)

School-Parent Compact (SPC)
P.S. 7, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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.

<table>
<thead>
<tr>
<th>I. School Responsibilities: High Quality Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>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:</td>
</tr>
<tr>
<td>• using academic learning time efficiently;</td>
</tr>
<tr>
<td>• respecting cultural, racial and ethnic differences;</td>
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<tr>
<td>• implementing a curriculum aligned to the Common Core State Learning Standards;</td>
</tr>
<tr>
<td>• offering high quality instruction in all content areas;</td>
</tr>
<tr>
<td>• providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the Every Student Succeeds Act (ESSA);</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I. School Responsibilities: Supporting Home-School Relationships</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support home-school relationships and improve communication by:</td>
</tr>
<tr>
<td>• conducting parent-teacher conferences each semester during which the individual child’s achievement will be discussed as well as how this Compact is related;</td>
</tr>
<tr>
<td>• 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;</td>
</tr>
<tr>
<td>• 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;</td>
</tr>
<tr>
<td>• 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;</td>
</tr>
<tr>
<td>• 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;</td>
</tr>
<tr>
<td>• involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;</td>
</tr>
</tbody>
</table>
providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;

### I. School Responsibilities: Providing Parents Reasonable Access to Staff

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

### I. School Responsibilities: Providing General Support to Parents

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);
- 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 Title I requirement for Every Student Succeeds Act (ESSA) 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;
- 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);
- 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;

● 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

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.

Public School Seven

Statement of Parent Policy

Public School Seven is committed to developing and implementing a parent policy that fosters a partnership between the home, school and community. P.S.7 commits to the following:

· The school will join parents in providing for the health and safety of our children, and in the maintenance of a home environment that encourages learning and positive behavior in schools. The Department of Education Discipline Code and Code of Conduct will be distributed to all families. P.S. 7 will hold monthly safety committee meetings to help maintain a safe environment that is conducive to learning. A parent Open House meeting will take place in October to offer opportunities to ask questions related to arrival/dismissal procedures and General Response Protocols. Youth officers of the 75th Precinct will be invited to all safety meetings. The school will provide training and information to help families understand their children’s development and how to support the changes the children undergo.

· The school will reach out to provide parents with information about school programs and student progress. This will include our annual Open House in September, phone calls, report cards, parent conferences, as well as new
information on topics like school choice. Grade checklists will be provided to parents in order to make them aware of what the expectations are. Communication will be in a form that families find understandable and useful. Parent workshops will be translated to Spanish through translation headphones. All correspondence sent home would be translated to Spanish. Our Comprehensive Education Plan will be available in the Parent Teacher Association (P.T.A.) office. Parents on the leadership team will be able to turnkey curriculum information to parents who have questions on what their child is learning.

- At an Open House, the parents of English as a New Language Learners/Limited English Proficiency (ENL/LEP) students will receive an orientation session on state standards assessment program, portfolios, school expectations and general program requirements for bilingual education and/or freestanding ENL programs. Parents of students who master the Proficient proficiency level based on 2016 NYSESLAT will be invited to an annual breakfast celebration to celebrate their success.

- Parents can make a significant contribution to the environment and functioning of our school. Our school will encourage parent volunteerism and make every effort to match the experience and talents of our parents to the needs of the school. A parent volunteer survey will be distributed and we will be able to identify the parents who can assist and how. Also, we will make parents aware that the P.S. 7 parent volunteer program is a structured as well as a flexible program. Parent volunteers will create a schedule with Parent Coordinator so that they can be assigned as per area of need.

- With the guidance and support of the school, family members can assist their children with homework and other school related activities. Our school will encourage parents to join in learning activities at home (library cards, home reading corner, Parent Teacher Association (PTA) resource centers, MyOn reading, book sales, following directions, reading recipes, etc.). Our literacy and math coaches will conduct parent workshops to help parents acquire study skills they can use with their children. K-2 students will receive Home/School folders and Third, Fourth and Fifth graders will receive agenda books to help improve parent/teacher daily communication. Parent workshops will focus on developing healthy homework practices and will be offered to the entire school community. Parents will be invited to participate in school celebrations such as the Mystery Reader program, Open school week, and Dad’s bring your children to school day. All of these events will provide a lens for parents to experience CCSS curriculum in the child’s classroom.

- The school will work to assist parents in having meaningful roles in the school decision-making process. The school will provide parents with training and information so they can make the most of this opportunity. Monthly School Leadership Team meetings will be held for all interested parties to attend. Parents who are members in the leadership team will participate in professional development to better help them conduct in-house PASS reviews, assess portfolio work, review the Technology plan and utilize the school’s Comprehensive Educational Plan. Parent concern forms will be kept in the main office for parents who have any and all concerns. The concern forms will be forwarded to the appropriate staff that will contact the parent within 24 hours of receipt.

- The school will help parents gain access to support services by other agencies, such as health care, Academic Intervention Services (AIS), and childcare programs. A list of referrals to community resources and agencies will be kept in the offices of the guidance counselor, Crisis Intervention Teacher, Academic Intervention Service teachers. Parent coordinator will meet with members of the community to offer financial literacy workshops and social needs workshop based on school needs.

- Parents will be encouraged to attend monthly P.T.A. meetings. When necessary, translators will be available, so those parents will understand all of the proceedings at PTA meetings. Additional accommodations will be made for parents with disabilities so that they too can attend meetings.

- Through the efforts of the Parent Coordinator, the PTA President with CFN support, an outreach will be made to parents of students in temporary housing (STH) so that these families will be involved in all parent/school activities.
- Parents will be invited to attend culminating celebrations marking their child’s success at the school. Grade assemblies will be held to celebrate academics and the arts at our school.

- Student of the month celebrations will be held in conjunction with PTA meetings and an Awards Assembly will be held at the end of each year.

- School publications (i.e. pamphlets, newsletters, and letters to parents) and monthly parent learning opportunities and calendar will be used to apprise parents of important upcoming events including testing dates, school events and open school. Agenda books for third, fourth and fifth graders will be an additional way to inform parents of upcoming events.

- Parents can stay in constant communication with the school through EChalk and the STARS.

- English as a New Language (ENL) and Special Needs monthly parent workshops will take place.

Parent workshops will focus on basic educational concerns, health care, and financial planning.

**Professional Development:**

Monthly professional development for parents provided by CFN, coaches and parent coordinators. This professional development will focus on school life for students, curriculum standards, assessments, and health and medical issues for families.

**Professional Development** is provided by professionals at monthly PTA meetings in areas of health, school curriculum, assessment and other matters pertaining to family social and educational issues.

**Professional Development** is provided for parents on the School Leadership Team (SLT) in order to assist team members in making informed decisions about school matters. Our chairperson will help to explain the budget and how it affects and coincides with our Comprehensive Educational Plan.

**ENL Professional Development:** Monthly ENL/Bilingual professional development will be made available to all parents of ENLs. Parents will be afforded opportunities to learn about NYS-ENL standards, instructional strategies and NYS and NYC assessments given to their children.

**Students with disabilities/Professional Development:** Monthly professional development will be made available to all parents of students with disabilities. Parents will be afforded opportunities to learn about NYS standards, instructional strategies and NYS and NYC assessments given to their children. Parent workshops will be facilitated by CITE consultants.

**Annual evaluation of the Parent Involvement Policy**

At the end of each year, the school’s parent involvement policy will be evaluated for its usefulness in meeting the needs of all parents of students at the school. This evaluation will be coordinated with the executives of the PTA and the school’s parent coordinator and administration.

**School-Parent Compact (SPC)**

P.S.7, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I,
agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

Public School Seven
858 Jamaica Avenue
Brooklyn, New York 11208
718-647-3600/718-827-4004
2016/2017

Title I School-Parent Compact Framework

The school and parents working cooperatively to provide for the successful education of their children agree:

P.S. 7K will:

P.S. 7, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Every Student Succeeds Act (ESSA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State’s high standards. This school-parent compact is in effect during school year 2016/17.

P.S. 7 will:

• Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet the State’s student achievement standards as follows:

• _Hold parent-teacher conferences (4 times a year as outlined by Chancellor Farina in elementary schools) during which this compact will be discussed as it relates to the individual child’s achievement. Specifically, these conferences will be held: September 2016, November 2016, March 2017 and May 2017.

• _Provide parents with frequent reports on their children’s progress.

• _Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

  - During teacher preparatory periods.

  -During Parent Tuesdays by appointment from 2:30-3:00 p.m.

• Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities, as follows:

Parents may join the Learning Leaders Program to be fully trained and have access to volunteer inside our classrooms. Parents who are not trained may contact the Parent Coordinator.
- Involve parents in the planning, review, and improvement of the school’s parental involvement policy, in an organized, ongoing, and timely way.

- Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way.

- Hold an annual meeting to inform parents of the school’s participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

- Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
Title III Supplemental Program for ELLs for the 2018-19 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. Any updates or revisions to this plan must be made through the iPlan portal by June 30.

### Part A: School Information

<table>
<thead>
<tr>
<th>Name of School:</th>
<th>DBN:</th>
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</table>

This school is (check one):

- Conceptually consolidated (skip part E below)
- NOT conceptually consolidated (must complete part E below)

### Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):

- Before school
- After school
- Saturday academy

<table>
<thead>
<tr>
<th>Total # of ELLs to be served:</th>
</tr>
</thead>
</table>

Grades to be served by this program (check all that apply):

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

<table>
<thead>
<tr>
<th>Total # of teachers in this program:</th>
</tr>
</thead>
</table>

# of certified ESL/Bilingual teachers: 

# of content area teachers: 

2018-19 CEP
### 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: 

**Subgroup #1 Math After School Instructional Program**

Based on NYS Math Data and also in class Go Math Assessments is it necessary to offer our Newly Arrived/Entering/ Emerging students with an after school Math Intervention class. Students will be selected based on NYS Math scores (Level 1), End of year Go Math tests and Go Math unit tests from current year. 5 - 6 students from 3rd grade, 5-6 students in 4th grade, and 5-6 students in 5th grade will receive instruction. Students will meet on Wednesdays and Thursdays from 2:20-3:20 p.m. The program will begin on December 5th and will run through February 20, 2019. Instruction will take place in English and when necessary translation in Spanish will be made available. An ESL licensed teacher will teach this group. Students will review math concepts, skills and problem solving related to multiplication and division of whole numbers and fractions. Students will gain a deeper understanding of procedural skills and fluency, apply mathematical knowledge to real life situations, and learn strategies for problem solving.

Materials that need to be purchased are:

- Math Steps workbooks published by Houghton Mifflin
- student composition notebooks
- lap top computers to use I-ready intervention program. This program is currently not available for ENL students. These laptops will be stored in room 203 on the second floor.

10 i-pads

Attendance will be taken daily by the teachers and will be maintained by the Assistant Principal. Parents will receive a notification letter in both English and their native language informing them of the program focus, dates and times.

**Subgroup #2 CCSS Reading and Writing After School Program**

Based on NYSESLAT proficiency levels students that are Emerging, Transitioning, Expanding Intermediate and Commanding in 3rd 4th and 5th grade and need additional support in strengthening their reading and writing skills through close reading activities, activities aligned to ELA shifts, citing evidence based details when writing, will be selected to participate in this program. 20-25 students in each grades 3, 4 and 5 will be selected to participate in this program. The program will begin on December 5th and will run through the February 2, 2019. Instruction will take place in English and when necessary translation will be made available in Spanish. An ESL teacher will teach this group. Program will take place on Wednesdays and Thursdays only from 2:20-3:20 p.m. This class will only be one group of 20-25 students. Teachers that will provide instruction will be Bilingual or TESOL certified.

Materials that need to be purchased are:
Part B: Direct Instruction Supplemental Program Information

- CCLS Ready Instruction books for students published by Curriculum Associates
- I - Ready program. This program is currently not available for ENL students.
- Laptops computer to access I- Ready program. Laptops will be stored in room 318 on the third floor.

Students will be engaged in close reading activities where they will annotate important information and identify key details of the passage, strengthen areas of writing such as leads, transitions, elaboration, conventions and grammar through direct and intentional instruction. Teachers will use on demand assessments done in class to plan and drive their instruction.

Attendance will be taken daily by the teachers and will be maintained by the Assistant Principal. Parents will receive a notification letter in both English and their native language informing them of the program focus, dates and times.

Subgroup # 3: Newly Arrived Students
Rationale:

At PS 7 we have a diverse student population. Approximately 22% of our students are English as a New Language Learners and that number rises every month. In grades 3-5 we have approximately 42 ELL’s that have been in the United States for less than two years. As students begin to enter third grade and continue to fifth grade we are finding that they are not confident in trying out the English language in social settings such as the lunchroom and recess. They are self confident about what their peers might say. Many of these students they revert to speaking only in their native language even though their auditory language is flourishing. These students face many challenges that are specific only to Newly Arrived students. In the classroom teachers are maintaining fidelity to the New Language Progression Standards but at the same time a specific time needs to be set aside to develop language for basic needs such as parts of the body, places in my community, school life, etc. These are the foundational skills that will let them become acclimated in their new classroom and new country.

The parents of these students need support as well in learning key words and phrases that are necessary in supporting their children. For example, many parents have stated to school community members that they cannot support their children academically because they don't speak English. This program would provide them with tools to assist with homework, oral language, building comprehension, etc. It is for these reasons stated above that we would like to create a Saturday Program targeted for students and their parents.

Subgroups and grade levels of students to be served:

Our Saturday Program and our Morning Program will serve third, fourth, and fifth graders identified to have been in the United States of America for less than two years and need additional support in developing oral language.

Schedule and Duration:

The Saturday Program will run for four Saturdays. This program will begin on January 5, 2019 and will end on February 9, 2019. Each Saturday the students will arrive at 9:00 a.m. and dismiss at 12:00 p.m. Teachers will arrive at 8:30 a.m. for professional development and planning. Each Saturday will focus on a different topic such as the basics (alphabet, numbers, colors, days of the week, month of the year, holidays), myself and my family, my school, and my home and neighborhood. Students will receive instruction for 90 minutes and then parents will work with their children as they are coached by the teachers for the additional 90 minutes.
Part B: Direct Instruction Supplemental Program Information

Our Morning Program will run for 10 weeks. It will take place on Wednesdays and Thursdays. Each day the students will arrive at 7:15 a.m. and end at 8:00 a.m. This program will begin on December 5, 2018 and will run until February 20, 2019. In our morning program there will be one teacher for 15 students. There classroom will be room 201.

The Saturday Program will consist of 20 students in grades 3-5 that have been in the country for less than 2 years. Students will work with two ESL/Common Branches teachers. They will be in classroom 201. Two teachers will deliver direct instruction using parallel teaching format.

Language of Instruction:
All instruction will be delivered in English.

Number and types of certified teachers for Saturday program: 1 Bilingual / TESOL teachers, 1 Common Branch teacher
Number and types of certified teachers for Morning Program: 1 Common Branches teacher or a TESOL teacher depending on teachers that apply.
Types of materials:
Teachers will prepare necessary handouts and visuals. Students will use technology to explore each weekly unit as well as big books and non-fiction books from classroom libraries. We will also purchase the workbook and textbooks, Keys to Learning Skills and Strategies for newcomers published by Pearson.

Attendance will be taken daily by the teachers and will be maintained by the Assistant Principal. Parents will receive a notification letter in both English and their native language informing them of the program focus, dates and times.

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: ____

ENL Bilingual teacher professional development will be made available to all ELL staff. Teachers will be afforded opportunities to discuss latest research, best practices, materials, standards, instructional strategies and alignment to Common Core State Standards, ELA Shifts, and the application of ENL methodologies. The philosophy of ELL Instruction for grades 3, 4, 5 is best articulated in the CALLA approach (Cognitive Academic Language Learning Approach). This approach focuses on academic and linguistic development of the target language and is used during the school day, after school, and push in and pull out programs. Best approaches will be assigned to support the ELL student and staff needs including professional development, best
Part C: Professional Development

approaches methodology, data analysis with goal setting, comprehensive needs, intervisitations, questioning and discussion techniques, incorporating thinking maps, informal and formal assessment, parental involvement, compliance issues, preparation for the NYSESLAT, and program design. Study groups conducted by administrators, consultants, and ENL coordinator will support the teaching of ELLs in the English Language classrooms. Professional development is coordinated by the Professional Development Team consisting of teachers, principal, assistant principals and UFT chapter leader who will collaborate on combining ideas on effective planning for teachers, on different ways to assess students, promote discussion, and engage students.

Time Frame for Professional Development:
Professional Development will take place on Mondays during the 45 minutes at the end of the school day, consultant in class coaching and feedback sessions, and meeting as the ENL Team once a month. Monthly ENL Team 45 minutes sessions will be facilitated by Assistant Principals, Instructional leaders, ENL teachers, and will focus on implementation of new research based ENL strategies.

ENL teachers will meet as the ENL team once a month on the second Tuesday of each month from 3:00-3:35 p.m. Each session will be facilitated by the Assistant Principal, Instructional Leaders, ENL teachers and will focus on implementation of new research bases ENL strategies.

The following is a tentative schedule:

September 2018- Creating a classroom environment that language acquisition. This PD will be by our ENL Coordinator.
October 2018- Teaching with Data in mind - Facilitated by our ENL Coordinator.
November 2018- What is Action Research Theory - Facilitated by our Assistant Principal.
December 2018- Action Research Work, Cycle #1 - Facilitated by our Assistant Principal.
January 2019- Action Research Presentations - Facilitated by our Assistant Principal.
February 2019- Examining the NYSESLAT and planning centers - Facilitated by our ENL Coordinator.
March 2019- Begin Cycle #2 of Action Research- Facilitated by our Assistant Principal.
April 2019- Action Research, Looking at Student Work - Facilitated by our Assistant Principal.
May 2019- Presentation of Action Research - Facilitated by our Assistant Principal.
June 2019- Planning for success - Facilitated by Assistant Principal.
All teachers will participate in PD as there are no Title 3 programs being delivered at this time.

As a school implementing Teacher's College Reading and Writing Units of Study ENL teachers will meet with Consultants for 10 sessions during the year. Teachers will also participate in the following scheduled PD topics to be delivered at Teacher's College:

9/1/18- Launching Grade 2 for Readers and writers: Second Grade Reading Growth Spurt and Lessons from the Masters
9/21/18- Adapting Reading and Writing Units of Study to Support Classrooms Full of English Language Learners
9/26/18-RTI : Providing Foundational Support for Beginning Readers and Writers in Upper Grade Classrooms
9/28/18- Word Detectives
Part C: Professional Development

10/20/18 - Very Practical Help Teaching 4th Graders to Write Personal and Persuasive Essays and to Bring This Skill Across the Curriculum

10/19/18 - I've Got 2nd Graders Reading and Writing at K/1 Levels: How do I plan my year, get the resources I need, and teach in ways that will move them forward, super quickly?

10/28/18 - The How-to Guide for Nonfiction Writing

11/1/18 - Developing a Culture of Rich Talk, Starting with Talk about Non-fiction Topics and Texts

1/10/18 - Getting the most out of our assessments and using assessment data to help really move primary readers

All PD agendas and sign in sheets will be collected and housed by our ENL Coordinator. All teachers will have an opportunity to turn key and receive PD as part of the Professional Development plan for 2018-2019.

We will measure the effectiveness of our PD by looking at the growth in student achievement. Running records will be assessed three times a year (October/January/May) and each student is expected to move at least 3 Fountas and Pinnel reading levels. ENL teachers will also use the ENL Progression sheets to monitor language acquisition growth aligned to the Common Core Standards. Newly Arrived Programs: Throughout the year many teachers have expressed concern about the importance of developing a curriculum that focuses on providing students with explicit instruction in English on topics that are immediately necessary for students. Teachers refer to this as "the basics". When exploring this topic further with them it became quite clear that often times these important first lessons are skipped or learned as a side effect to daily living situations with their peers. Parents are often frustrated because they don't have the skills in English to support their children and either feel embarrassed and don't attend parent workshops or attend and can't access the information. Teachers feel that they can address these concerns through strategic units of study where they will teach both students and parents basic vocabulary, and most importantly teach parents how to support their children. Teachers to receive training: All teachers in the program will receive training. Schedule and Duration: Every Saturday the program runs, teachers will meet for 30 minutes for planning and preparation. Teachers will meet from 8:30-9:00 am. Topics to be covered: 1. Each session will begin by going over the new unit of study and how it aligns to the New Language Progression Standards. 2. Teachers will review the coaching model to be used during the second 90 minutes of instruction. 3. Teachers will complete an activity where they have to role play coming to a new school in a new country and asking someone for help with: a. finding your classroom b. finding the restroom c. asking someone for a pencil Teachers will share out how this experience made them feel and how they will take this activity and plan accordingly for their students. 4. Social language/Academic language. 5. How can we teach big kids (3rd-5th graders) without making them feel like babies and respecting their self confidence. 6. What strategies can parents put into practice to impact students academic achievement. Name of Provider: 2 providers- Elaine Vasquez and Carmen Castillo.
Part C: Professional Development

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: _______

The parents of these students need support as well in learning key words and phrases that are necessary in supporting their children. For example, many parents have stated to school community members that they cannot support their children academically because they don't speak English. This program would provide them with tools to assist with homework, oral language, building comprehension, etc. It is for these reasons stated above that we would like to create a Saturday Program targeted for students and their parents.

All written communications being sent home in English will be translated. Parent calendars will be sent home every month and telephone messaging system will place reminder phone calls to parents. Interpreters will facilitate communication with parents in native language through translation ear phones.

Parent workshops will be available during the school day and at 2:30 on Tuesdays. Parent workshops will be facilitated by Staff Developers, ESL teachers, Content Specialists, and Administration. Each workshop is scheduled for 60 minutes. At the beginning of each month Parent Calendars will be sent home informing parents of future workshop topics.

All of the parent workshops will be free of cost of any Title 3 Funding.

Parent workshops will be available during the school day and at 2:30 on Tuesdays. Some of the workshops we have planned are:

9/14/18- Pre K books and breakfast at 8:15 am in the library
10/5/18, 10/6/18, 10/19-20/18, 11/2-3/18, Very Important Parent Academy Workshop presented by Literacy Inc. at 8:15 a.m. in the auditorium
11/10/18- Reading Alliance Parent Orientation at 8:30 a.m.
11/17/18- Fall Craft Night Parent Workshop at 6:00 p.m. in the library
12/7/18, 1/11/19- Parent Mystery Reader Opportunity at various times of the day. Parents sign up to read a special book to their child's class. Parent attend a training by our Literacy Staff Developer.
1/19/19- Parent Paint Night Meeting at 6:00 p.m. in the library
2/7/19- Understanding NY State Exams- presented by literacy Inc. and Parent Coordinator time and place to be announced
**Part D: Parental Engagement Activities**

2/16/19 - Safety Workshop about Lead Poisoning time is to be announced.
3/9/19 - Safety Workshop presented by FDNY time and place to be announced
3/15/19 - Literacy in Math: breaking the Code - Parent workshop presented by Literacy Inc. and Parent Coordinator.
4/6/19 - Bring Literacy Home Parent Workshop presented by Literacy Inc and Ms. Perez at 8:15 a.m. presented in the library
4/20/19 - Cook Shop Family Workshop time and place to be announced. Presented by Parent Coordinator
5/11/19 - Arts and Craft Workshop for Parents presented by Parent Coordinator. time and location to be announced.
6/15/19 - Understanding Summer Slide presented by Literacy Inc. and Parent Coordinator at 8:15 a.m. in the library.

Newly Arrived Program:
Schedule and Duration-

This program will run for four Saturdays. The dates will be forthcoming. Each Saturday the parents will arrive at 9:00 a.m. and leave at 12:00 p.m. with their children. Parents will meet from 9:00-10:30 a.m. to learn specific strategies to support their children and from 10:30-12:00 p.m. students and parents will come together to share out and practice what they learned. This program will begin on January 7, 2019 and end on February 4, 2019. Our parents that are invited to participate in the newly arrived program will attend the 4 sessions below.

Topics to be provided:
1. Session 1: Parents will be able to conduct a picture walk/book chat with an age appropriate book in order to identify the main idea and details of a story.
2. Session 2: Parents will be able to identify cognates and identify the theme of a story.
3. Session 3: Parents will use home language in order to build comprehension by asking questions and answering questions in home language with an English text.
4. Session 4: Parents will identify ways to help children at home with their homework.

Name of Provider:
Two teachers will provide parent workshops. One will be a Common branch teacher and the other an ENL teacher.

Parents will be sent home a letter of invitation in both English and their native language inviting them to participate in this program. Refreshments will be provided for parents as well. All workshops will be translated by the teachers.

---

**Part E: Budget**

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

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
<td>$</td>
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<tr>
<td>• Per session</td>
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</tr>
</tbody>
</table>
Part E: Budget

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

Allocation Amount: $

<table>
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<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Per diem</td>
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<tr>
<td>Purchased services</td>
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<tr>
<td>• High quality staff and curriculum development contracts.</td>
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<tr>
<td>Supplies and materials</td>
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<tr>
<td>• Must be supplemental.</td>
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<tr>
<td>• Additional curricula, instructional materials.</td>
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<tr>
<td>• Must be clearly listed.</td>
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<tr>
<td>Educational Software (Object Code 199)</td>
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<tr>
<td>Travel</td>
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<tr>
<td>Other</td>
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<td><strong>TOTAL</strong></td>
<td><strong>____</strong></td>
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</table>
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
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</thead>
<tbody>
<tr>
<td>19</td>
<td>Brooklyn</td>
<td>7</td>
</tr>
</tbody>
</table>

School Name Abraham Lincoln

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.

<table>
<thead>
<tr>
<th>Principal</th>
<th>Assistant Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carolyn Noel</td>
<td>B. Tartamella, W. Abrego</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Coach</th>
<th>School Counselor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Debra Rossetti</td>
<td>Debora Rocha</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Parent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elaine Vasquez</td>
<td>Crystal Santiago</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Parent Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Melissa Casiano/Bilingual</td>
<td>Ana Perez</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Related-Service Provider</th>
<th>Field Support Center Staff Member</th>
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<tr>
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<td>N/A</td>
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</table>

<table>
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<tr>
<th>Superintendent</th>
<th>Other (Name and Title)</th>
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<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
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</table>

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.

<table>
<thead>
<tr>
<th>Number of certified ENL teachers currently teaching in the ENL program</th>
<th>6</th>
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</thead>
<tbody>
<tr>
<td>Number of certified bilingual teachers not currently teaching in a bilingual program</td>
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</tr>
<tr>
<td>Number of teachers who hold both content area/common branch and TESOL certification</td>
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</tr>
<tr>
<td>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]</td>
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<tr>
<td>Number of teachers who hold both a bilingual extension and TESOL certification</td>
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<tr>
<td>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]</td>
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</tr>
<tr>
<td>Number of special education teachers with bilingual extensions</td>
<td>0</td>
</tr>
</tbody>
</table>

D. Student Demographics
Part II: ELL Demographics

A. ELL Programs

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
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<th>10</th>
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<th>12</th>
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<tr>
<td>TBE</td>
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</tbody>
</table>

This school offers (check all that apply):

- Transitional bilingual education program (TBE)
  - Yes
  - No
  - If yes, indicate language(s): Spanish

- Dual language program (DL)
  - Yes
  - No
  - If yes, indicate language(s): N/A

- Freestanding ENL
  - Yes
  - No

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

Part III: Assessment Analysis

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

   The formative assessments that we use to guide instructional planning for our ELLs are:
   1. End of the Year Go Math assessment provides us with data on how well prepared our students are on the previous year's standards.
   2. Beginning of the Year Go Math assessment provides data on how well students are starting off the year understanding the current year's standards.
   3. Pre/Post reading and writing on-demands; each standard is assesses at least 2 times a year.
   4. Performance tasks in NYC Social Studies program.
   5. Chapter tests in Science.
   6. Mid-chapter Go Math tests provides a road map for how well students are mastering information for the first half of the
chapter, and how much scaffolding is required for the remainder of the chapter.

7. Fundations daily check-ins.
8. Teachers College Spelling Inventory in grades K-2.
Sulzy Scale in Kindergarten.

2. What structures do you have in place to support this effort?
The structures that we have in place to support this effort are that we analyze data both horizontal and vertical teams during common planning times. This data is used to inform our Professional Development Monday cycles of inquiry, and is aligned to our year-long assessment calendar. Our testing coordinator monitors progress and updates data in a timely manner using Google Docs tracking spreadsheets. Our Child Study team focuses on data from targeted students that are at-risk, and discusses how they can provide additional scaffolds. Students are identified based on academic and language deficits.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?
The summative assessments that are being used to identify baseline, progress and areas of need are:
1. iReady diagnostic assessment for reading and math in grades 3-5
2. Post on-demand using TC for reading and writing
3. End of Year Fountas and Pinell Running Records
4. End of Year Go Math Assessments
5. NYSESLAT
6. NYSITELL
7. NYS ELA and Math tests
8. ELL Periodic Assessment

4. What structures do you have in place to address interventions once the summative data has been gathered?
The structures that we have in place to address interventions are:
1. Our Child Study team meets bi-monthly
2. AIS providers deliver instruction using a push-in model to provide TC guided reading and a double dose of Fundations
4. East New York Reads provided first grade students with an after-school tutoring program called Read Alliance
5. East New York Reads provided second and fifth grade students with monthly buddy reading opportunities
6. iReady program creates a personal journey for students to go on their own learning path

5. How does your school use 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.] Based on various assessments, both formal and informal, including observations, we use the data to analyze commonalities and to create small groups based on areas of need, also to create intervention periods. For Tier 1 we utilize the RTI portion of the GO Math Program for additional support. For Tier II, we use the Fundations Phonics program, as well as Computer Programs such as Starfall and additional iPad applications. Our Tier III students are identified through the AMAO estimator tool. These students are targeted for our Title III After School Programs.

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].)
The outcome assessment data that we currently use to evaluate and inform our ELL programs are the NYSESLAT, ELA and Math tests.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
The structures that we have in place to support this effort are that the ENL Supervisor,ENL Coordinator and ENL teachers analyze data using the EDAT during common planning times. This data is used to inform our Professional Development Monday cycles of inquiry, and is aligned to our year-long assessment calendar. This data is also used to identify at-risk students for AIS, as well as push-in schedules and student grouping. Students are identified based on academic and language deficits.
Part IV: ELL Programming

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.

In order to maintain rigorous instruction to meet the individual needs of our ELLs, in the four modalities of listening, speaking, reading and writing, we currently offer self-contained ENL program in grades K through 5. The Teachers College literacy program is being used in all grades. All ELLs receive their mandated instructional time based on the NYSESLAT from a certified ENL/Common Branch classroom teacher who integrates ENL methodologies throughout the scheduled day to ensure that the needs of all the students are being met. Entering and Emerging ELLs receive 360 minutes of instruction per week in equal daily allotments from a licensed ENL teacher, which includes 180 minutes of Stand-Alone English and 180 minutes of Integrated instruction. Transitioning and Expanding ELLs receive 180 minutes of ENL instruction per week from a licensed ENL teacher in equal daily allotments, 90 minutes of Stand-Alone English instruction, and 90 minutes of Integrated Instruction. Commanding ELLs also receive 90 minutes of ENL instruction per week. The workshop model of instruction (whole-small-whole) is used in order to provide opportunities for utilizing specific Second Language methodologies. The Teachers College writing project will be implemented in our school through thematic teaching. We also have 28 students in Special Education who are ELLs who receive the mandated hours of ENL based on the NYSITELL and NYSESLAT assessments.

Push-In Model:
ENL Push-In Model helps English language learners meet their academic needs. In this program, licensed ENL teachers push into classrooms with ELLs for two periods a day, four days per week, totaling 360 minutes. ENL teachers are also provided with one common planning period each week to plan with the classroom teacher. All of our ENL teachers are currently dually certified ESOL and Common Branch teachers.

In order to help students to progress, we utilize the following practices:
- Collaborative planning between ENL and ELA teachers for sheltered English and Content areas.
- Scaffolding is an essential part of the instructional delivery, such as Modeling, Bridging, Schema Building, Contextualization, Text Representation and Metacognition.
- Peer tutoring
- Assisting students during work periods, Conferencing with students in and out of class, informal assessments, and running records.
- Additional small group AIS sessions for each grade prior to all state assessments, to focus on literacy and academic language.

Beyond explicit ENL, collaboration between teachers means that there is a consideration for the language needs of ELLs. Some aspects of this policy include:
- Content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning.
- A licensed ENL content area teacher work with ELLs in ENL classes for support in Science, Math and Social Studies using bilingual glossaries. Instruction is differentiated based on the proficiency level of students and follows the
curriculum standards.
- Math teachers devote extra class time to untangling difficult word problems, and require students to make verbal explanations of the problems they work on using math vocabulary. We utilize the Go Math program for all students in grades K-5, which includes a Spanish component. All math materials are available in English and Spanish for ENL and bilingual classes.
- Social Studies teachers scaffold their instruction with technology, visual aids such as maps, atlases, and illustrations to increase comprehension.
- Technology is used to support students at varied entry levels with the use of laptops and interactive Smartboards. In addition, students have access to sites such as Starfall and specifically Brainpop for ELLs.

All K-5th grade English Language Learners participate in the TC program, which is aligned with the Common Core State Standards. This program differentiates each lesson for ELLs on all levels of proficiency. In accordance with the individual student’s results of the NYSITELL and NYSESLAT, students receive the mandated hours of ENL instruction. Entering and Emerging students receive 360 minutes a week of ENL instruction. Transitioning and Expanding students receive 180 minutes a week of ENL instruction. Commanding students receive 90 minutes of ENL instruction.

These classes modify language instruction to differentiate and accommodate the many language levels of the ELLs participating in the class. In each class grades 2-5, the classroom teacher works with the students to provide instruction in all areas, ELA/ENL, Math, Science and Social Studies. The teachers support student academic language development in ENL. English as a Second Language methodology is infused throughout all subject areas instruction. The students are engaged in content area instruction in both Spanish and English.

Teachers' schedules in ENL self-contained classes contain allotted periods of time during their literacy block specifically dedicated to 180 minutes of Stand-Alone ENL instruction per week, and 180 minutes of Integrated instruction (Math/Science/Social Studies). Program schedules for three ENL push-in teachers are designed to push in for two 45-minute periods a day, four times per week, equaling 360 minutes weekly. This ensures that each student is receiving the mandated amount of required minutes of instruction in both Stand-Alone and integrated instruction.

b. TBE program. If applicable.
We currently have a bridged 4th and 5th grade bilingual class made up of 17 students. Our Teachers College Reading and Writing program aligns to the NYS Common Core Learning Standards, as well as the NYC Science and Social Studies Scope and Sequence. In addition, during Guided Reading instruction, teachers utilize leveled informational and literary books in English and Spanish. Thinking maps are also used throughout content area subjects to develop vocabulary. The Go Math program contains a Spanish component, and various tools, such as math boards, have written instructions in both English and Spanish. Spanish glossaries are also included within the program to provide native language support.

c. DL program. If applicable.
N/A

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)?

Teachers' schedules are designed to allow for 180 minutes of Stand Alone ENL instruction and 180 minutes of Integrated instruction. In the Free-Standing Model, students are grouped based on proficiency level, allowing for entering and emerging students to receive language instruction from a push-in ENL teacher. In our bridged TBE class, four 45 minute periods of Stand Alone ENL is included into their weekly schedule, as well as transitional minutes of HLA. In addition, our school has a Literacy Block which occurs each morning for 3 periods of ELA. These instructional minutes are reflected in our STARS Programming, and are monitored and updated on an ongoing basis throughout the school year.
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.

Based on the data and language acquisition of the child, parallel instruction (English and Spanish) is implemented in order to ensure quality instruction is received in their dominant language in all content areas. Our TC literacy program aligns to the NYS Common Core Learning Standards, as well as the NYC Science and Social Studies Scope and Sequence. The Guided Reading component of the program contains books that are informational and literary texts. Thinking maps are also used throughout content area subjects to develop vocabulary. The Go Math program contains a Spanish component, and various tools, such as math boards, have written instructions in both English and Spanish. Spanish glossaries are also included within the program to provide native language support.

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

Running Records are administered by a bilingual teacher in the student’s native language, as well as translated versions of unit tests, projects and essential questions in both literacy and math.

5. How do you differentiate instruction for each of the following ELL subgroups?
   a. SIFE
   b. Newcomer
   c. Developing
   d. Long Term
   e. Former ELLs up to two years after exiting ELL status

   a. Plan for SIFE:

   Newcomers who enter with an interrupted education of at least 2 years will be identified by our Pupil Accounting Secretary as SIFE (Students with Interrupted Formal Education). In PS 7 we have 2 SIFE students, 1 in grade 4, and 1 in grade 5. In order to support the special needs of these students (in addition to the mandated 360 minutes of ENL), a pull-out teacher will provide small group instruction three times a week using explicit teaching of academic language. They will use the Wilson Reading Program to support them in small group settings with individualized attention to meet their special needs. SIFE in grades 4 and 5 will also receive content area instruction in their native language during extended the school day with a certified bilingual teacher. There will be on-going assessments to make sure we are reaching the needs of all our SIFE.

   b. Plan for ELLs in US Schools Less than Three Years (Newcomers):

   Newcomers who have been in U.S. schools less than three years are also targeted for ENL instruction. They will receive 360 minutes of ENL instruction by a fully certified ESOL/Common Branch teacher. Highly qualified ENL teachers will provide accelerated and explicit teaching of the academic language in all content areas during and after school.

   c. Plan for ELLs receiving services 4 to 6 years:

   ELL students who have received 4 to 6 years of ENL services will be invited to participate in our extended day and Saturday Academy where they will receive instruction by a licensed ENL teacher who will utilize resources specifically designed for ELLs.

   d. Plan for Long-Term ELLs:

   Long-term ELLs will be identified by the BESIS report. Long-term ELLs will be closely monitored by the AIS and ENL team to make certain academic progress is occurring. NYSESLAT in collaboration with the ELA, Math, and Science assessments will be analyzed by the team, and a suitable educational plan will be created for long-term ELLs. The information from the data will drive the instruction in class, AIS group, after-school, Saturday Academy and morning intervention programs.

   e. Plan for Former ELLs:

   Former ELLs will continue to receive the same testing accommodations for ELLs for two years after testing proficient. Former ELLs will receive 90 minutes of ENL instruction, and continue to be invited to participate in our extended day and Saturday Academy.
6. 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?

In addition to technology, our math program contain lessons which differentiate instruction for ELLs, RTI and SWD. Teachers scaffold instruction for ELLs using visual aides, interactive smart board activities, bilingual glossaries, TPR activities, word walls, and peer tutoring.

7. 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?

ELLs with special needs will be identified by IEPs. Presently we have 28 ELLs with special needs as identified by their IEPs. The IEP will be analyzed carefully by the push-in ENL teacher, classroom teacher and the AIS teacher on SESIS to ensure their educational needs are being met. They will also have an ENL pullout teacher and an alternate placement paraprofessional. Our push-in program ENL teachers who work with SWD create interdisciplinary lessons in collaboration with our self-contained classroom teachers. Literacy and Math Unit pacing calendars are also shared with push-in ENL teachers.

8. 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.

Newcomers who enter with an interrupted education of at least 2 years will work with a pull-out teacher who will provide small group instruction three times a week using explicit teaching of academic language. They will use the Wilson Reading Program to support them in small group settings with individualized attention to meet their special needs. SIFE in grades 4 and 5 will also receive content area instruction in their native language during extended the school day with a certified bilingual teacher. There will be on-going assessments to make sure we are reaching the needs of all our SIFE.

Newcomers who have been in U.S. schools less than three years are also targeted for ENL instruction. They will receive 360 minutes of ENL instruction by a fully certified ESOL/Common Branch teacher. Highly qualified ENL teachers will provide accelerated and explicit teaching of the academic language in all content areas during and after school.

ELL students who have received 4 to 6 years of ENL services will be invited to participate in our extended day and Saturday Academy where they will receive instruction by a licensed ENL teacher who will utilize resources specifically designed for ELLs.

Long-term ELLs will be closely monitored by the AIS and ENL team to make certain academic progress is occurring. NYSESLAT in collaboration with the ELA, Math, and Science assessments will be analyzed by the team, and a suitable educational plan will be created for long-term ELLs. The information from the data will drive the instruction in class, AIS group, after-school, Saturday Academy and morning intervention programs. Our staff also uses Acuity which enables educators to identify and select educational resources aligned to the State Board of Education standards, providing the vital information they need to make critical evaluations. Acuity’s Math and Reading learning-based assessment programs promote success with robust, technology-enabled interim and formative assessments. Available on the Web and in paper and pencil, Acuity delivers targeted instructional materials to help prepare students for district and state exams and succeed in school and beyond. Acuity has a proven record of success with our ELLs due to the individualization and interactive aspect of its system.

Former ELLs will continue to receive the same testing accommodations for ELLs for two years after testing proficient. Former ELLs will receive 90 minutes of ENL instruction, and continue to be invited to participate in our extended day and Saturday Academy.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?

Teachers College and Go Math programs will continue to be implemented so as to align with the CCSS. We will also be integrating the Socratic questioning, student-lead conferencing, and Reading A-Z program due to its success in the previous school year. We will also be integrating more informational texts throughout the day, and well as mini-offices in all classes.

10. If you had a bilingual program, what was the reason you closed it?

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

ELLs are invited to attend an ENL After-School Program which focuses on grammar and writing. Saturday Academy will also be available for students who scored a level 1 and 2 on the ELA, as well as students who did not attend summer school. In addition, we offer a Learning English As a Family Program on Saturdays for ELL Parents and their children, and a morning program for our Newcomer students.

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

The Go Math program provides workbooks, textbooks, manipulatives, and various math materials in both English and Spanish. These materials are used across the grades in all ENL classes. Spanish libraries are available in all content areas in all ENL and TBE classrooms, as well as in our school library and Science room. Classroom teachers with ELLs also utilize bilingual glossaries in Math, Science and Social Studies. All bilingual materials are used to support students in their native language.

Technology:
Our school is rich in technology, with many of our classes being supplied with Smartboards, Mac desktops and laptops. In addition, our library also contains two Smartboards, numerous Mac computers, and television with a DVD and VHS players. All classroom teachers have access to this technology throughout the school day. ELL students also have access to various web-based technology through Acuity and subscriptions for Brainpop Jr., Bilingual Brainpop and Brainpop for ELLs.

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

Our Go Math program contains and ELL and Spanish language component that is available online for all students across grades. Many of the materials are produced in both English and the native language, Spanish, for our TBE classes. Textbook and online resources are also available in both English and Spanish to support ELLs in TBE and ENL self-contained classes, as well as the use of bilingual glossaries and native language libraries available in each Free-standing and TBE class.

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

Both the Teachers College Reading and Writing, as well as Go Math programs are aligned with the Common Core Learning Standards.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?

N/A

16. 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).

Prior to the start of the school year, families of ELLs are sent an invitation letter over the summer to attend our Family Conference. In addition, lists are sent home for all incoming students for summer reading, suggested activities, and supplies their child will need for the new school year.

17. What language electives are offered to ELLs?

P.S. 7 does not offer language as an elective.

18. 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)?

Due to parent choice, our school does not currently offer the dual language program.

### 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 and non-pedagogic staff.) 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?

   NL/Bilingual teacher professional development will be made available to all ELL staff. Teachers, Paraprofessionals, Guidance Counselor, Special Education Teachers, School Psychologist, OPT and Speech staff, secretaries and our parent coordinator will be afforded opportunities to discuss latest research, best practices, materials, standards, instructional strategies and alignment to core curriculum and the application of the ENL prototype. The philosophy of ELL instruction, for grades 3 and 4, is best articulated in the “CALLA” approach (Cognitive Academic Language Learning Approach). This approach focuses on academic and linguistic development of the target language and is used during the school day, extended day and Saturday Academies, best approach will be assigned to support the ELL student and staff needs including: professional development, best approach methodology, data analysis, comprehensive needs assessment, parental involvement, compliance and instructional issues, preparation for the NYSESLAT and program design. All ELL classrooms will be provided with highly motivating leveled classroom libraries. ENL in-service courses are being offered to all teachers of immigrant students to support the teacher in meeting the instructional needs of all ELL learners. Study groups conducted by the principal/assistant principal, and coaches will support the teaching of ELLs in the English Language classroom. Our administrators, guidance counselor and literacy coach support the staffs students transition from one grade level to another by holding an assembly for senior students regarding the transition process to middle school. Administrators from our community Junior High School are invited to address our graduating class with information about the next school level, as well as answer any questions the students and families may have. Our guidance counselor participates in curriculum team and grade meetings, which provides her with information that will in-turn allow her to assist families and ELL students as they transition from TBE to monolingual classes.

   Professional development is coordinated by a curriculum team (the principal, assistant principal, coaches, AIS coordinators, parent coordinator, and UFT chapter leader) who work together to combine ideas on effective planning for teachers, on different ways to assess learning, on developing curricula and instructional materials, and refine school-based practices and update the professional development plans. On one level they work with staff to strengthen their knowledge base in literacy, mathematics and other content areas. The second level focuses on effective practices in the delivery of instruction. Most professional development will be delivered in the teacher’s classroom during common preps. These sessions will also used as an opportunity to turn-key current ENL policies by attendees of district meetings.

   Our Guidance Counselor, Ms. Rocha, conducts the following professional development workshops for parents and teachers; Respect for All, PBIS, Hygiene, Dad’s Day, and School Policies. At Parent workshops, parents are given numerous websites and outside resources which offer translation services. In addition, our school guidance counselor assist ELLs by conducting classroom presentations on what to expect in middle school, getting familiarized with school policies and academic expectations/requirements. Also, in January our guidance counselor will be beginning the Cloud 9 character education program for students. Materials for this program will also be available in Spanish.

   In addition, our ENL Team, comprised of ENL and TBE teachers, as well their supervising Assistant Principal, Ms. Abrego, will meet after school, on the second and fourth Wednesday of each month, to share best practices, develop instructional strategies, conduct inquiries, analyze data, and work on action projects.
Targeted differentiated professional development will be delivered each month during our 37.5 minute professional development sessions. These sessions will be utilized to significantly increase the capacity of the teaching cadre to support the ELA curriculum, English Language acquisition and student learning. Professional development will take place through, but not be limited to: weekly scheduled articulated professional development; Coaches performing the above described roles; teacher scheduled inter-visitiation, administrative snapshots and observations, Regional Instructional Specialist professional development sessions and teacher support activities, Instructional Support Specialist support activities, study groups, etc. Teachers will learn from all of the mentioned activities expanding their knowledge base, capacity and educational toolboxes. Learning styles and differentiated instruction will be addressed in classrooms as teachers become more comfortable with varied methods of delivery of instruction. Teachers will differentiate instruction by providing instruction targeted to the deficit skills of each child. Professional development is coordinated by a curriculum team.

Professional development plans for the 2015-2016 school year include orientation for all teachers on the Bilingual Common Core Progressions, NYSESLAT Testing and evaluation of results. We will also have focused and detailed training in ENL methodologies for all staff members servicing ELL students. Some topics to be covered are:

- New Language Arts Progressions/Home Language Arts Progressions
- Best practices for instructing ELL students through the Teachers College Reading and Writing Project
- Differentiated Instruction in the Content Area-Math, Science, Technology
- Technology Assisted Instruction in the ENL/Bilingual Classrooms

Professional development sessions in ENL will be held for teachers in-house during common preparation periods on the following dates: TBA Monthly meetings are offered to ENL teachers by our Learning Support Organization, in which the latest advances for ELLs are introduced. The ENL teachers turnkey all new information to the staff. Those responsible for providing the training are:

- Administration (principal and assistant principals)
- Literacy and Math Coaches
- ENL teachers
- In-house AIS Providers
- LSO Specialists including the ELL Program Specialist and Math, Science, Technology, Humanities Content Specialists.

In addition, we ensure that all teachers receive their 7.5 hours or 10 hours for special education teachers of strategies in teaching ELLs. They are scheduled to attend various professional development training and workshops that will fulfill this requirement. Sign-in Sheets and Agendas of all PDs and workshops held indicate the dates and times of each session, and are kept on file by our ENL Coordinator. The ENL Coordinator will hold Lunch & Learns for ELL staff training. In addition, a blog will be maintained by two of our ENL Teachers to keep the school staff updated on current practices in the ESL classroom. These sessions are conducted by grade, school-wide; and include webcasts, book studies, professional literature, outside consultants, and school visits. In conjunction with our staff developing, our Principal, Assistant Principals and School Counselor all receive professional development from the district regarding ELLs.

2. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to ELL Policy and Reference Guide, Professional Development section.

Professional development plans for the 2015-2016 school year include orientation for all teachers on the Bilingual Common Core Progressions, NYSESLAT Testing and evaluation of results. We will also have focused and detailed training in ENL methodologies for all staff members servicing ELL students. Some topics to be covered are:

· Bilingual Language Progressions
· Best practices for instructing ELL students through the Teachers College Reading and Writing Project
· Differentiated Instruction in the Content Area-Math, Science, Social Studies, Technology
· Technology Assisted Instruction in the ENL/Bilingual Classrooms

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· Administration (principal and assistant principals)
· Literacy and Math Coaches
· ENL teachers
· In-house AIS Providers
· LSO Specialists including the ELL Program Specialist and Math, Science, Technology, Humanities Content Specialists.

In addition, we ensure that all teachers receive their 7.5 hours or 10 hours for special education teachers of strategies in teaching ELLs. They are scheduled to attend various professional development training and workshops that will fulfill this requirement. Sign-in Sheets and Agendas of all PDs and workshops held indicate the dates and times of each session, and are kept on file by our ENL Coordinator. The ENL Coordinator will hold Lunch & Learns for ELL staff training. In addition, a blog will be maintained by two of our ENL Teachers to keep the school staff updated on current practices in the ESL classroom. These sessions are conducted by grade, school-wide; and include webcasts, book studies, professional literature, outside consultants, and school visits. In conjunction with our staff developing, our Principal, Assistant Principals and School Counselor all receive monthly professional development regarding ELLs.

Parental Involvement

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

The Title III parent component will address two distinct parent needs, parent education and adult ENL instruction. Parents will be invited to attend parent workshops. The parent sessions will address various topics of interest to ELL parents including parenting skills, and school governance and involvement skills. The parent coordinator, Ana Perez, will work with teachers and parent representatives to develop a menu of workshops that interest and support parent engagement in the school. A parent survey is conducted to learn about workshops topics that would be of interest to parents. Parent workshops will be directed by Bilingual and ESOL certified teachers in English and Spanish on the first Wednesday of each month. Parents will also be invited to participate and be trained in the Learning Leaders Program so they can be volunteer tutors in the classrooms. Workshops will be given in the native language on topics such as rights and responsibilities of parent and students, school grading policy and procedures for parent teacher conferences. In addition parents will be invited to participate in ENL language acquisition sessions designed for adult learners. Some of our workshops/activities for parents and families include our Math Games Day, Mother’s Day luncheon, and Poetry Assembly. Parents are also invited to join our Cool Culture program where families are given free tickets to various museums throughout the city. We also offer a Parent Resource library.

All written communications being sent home in English will be translated. Our Parent coordinator, Ana Perez and Family Assistants will support efforts to involve parents in the school and community through outreach via phone and one-on-one. Interpreters will facilitate communication with parents in native language where available. Parent workshops will continue to be offered to parents of English Language Learners in all subject areas. Our math and literacy staff developers and parent coordinator will conduct workshops on the first Wednesday of each month. Parents are also invited to attend our orientation session during our Open House where parents are informed about school programs, state standards assessments, portfolios, school expectations, and general program requirements for bilingual and free standing ESL programs by our ENL Coordinator, Ms. Vasquez. All school correspondence is translated into Spanish. In order to support the learning community, we will offer
English as a Second Language to adults at our school. Our adult ENL program will use real life situations to build language while being immersed in culture; such as going on trips to museums, movies, library, and using the computer. These scenarios will allow them to develop the language associated with these activities; such as how to make a purchase, order at a restaurant, or understand the language of computer technology.

Additionally, families are invited to attend our monthly PTA meetings on the third Wednesday of each month, as well as classroom activities, and culminating school wide trips and activities. Some of the activities in the 2017/18 school year included a visit to the Brooklyn Museum, a Core Knowledge walkthrough at our school, and various assembly programs that are based on current Core Knowledge themes and topics.

2. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. One of our ENL teachers conducts monthly parent workshops with the parents of ELLs. Topics are selected based on a parent survey. Periodic trips with parents are also scheduled throughout the school year.

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.
Part V: ELL Identification Attestation

Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Carolyn Noel, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
# Part VI: LAP Assurances

<table>
<thead>
<tr>
<th>School Name: Abraham Lincoln</th>
<th>School DBN: 19K007</th>
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<tbody>
<tr>
<td>Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
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<tbody>
<tr>
<td>Carolyn Noel</td>
<td>Principal</td>
<td></td>
<td>6/21/17</td>
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<tr>
<td>Barbara Tartamella</td>
<td>Assistant Principal</td>
<td></td>
<td>6/21/17</td>
</tr>
<tr>
<td>Ana Perez</td>
<td>Parent Coordinator</td>
<td></td>
<td>6/21/17</td>
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<tr>
<td>Elaine Vasquez</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>6/21/17</td>
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<tr>
<td>Crystal Santiago</td>
<td>Parent</td>
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<td>6/21/17</td>
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<tr>
<td>Melissa Casiano-Otero Bilingua</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>6/21/17</td>
</tr>
<tr>
<td>N/A</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>Debra Rossetti</td>
<td>Coach</td>
<td></td>
<td>6/21/17</td>
</tr>
<tr>
<td>N/A</td>
<td>Coach</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>Debora Rocha</td>
<td>School Counselor</td>
<td></td>
<td>6/21/17</td>
</tr>
<tr>
<td>N/A</td>
<td>Superintendent</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>Field Support Center Staff Member</td>
<td></td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>N/A</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>Other</td>
<td>N/A</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>Other</td>
<td>N/A</td>
<td></td>
<td>N/A</td>
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</tbody>
</table>
**2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS**

*Requirement under Chancellor’s Regulations A663 for all schools*

**DBN:** 19K007  **School Name:** Abraham Lincoln  **Superintendent:** Thomas McBryde

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elaine</td>
<td>Vasquez</td>
<td>ENL Coordinator</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Yasmin</td>
<td>Mitjans</td>
<td>Pupil Accounting Secretary</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

**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 that cannot communicate in English (not just parents of ELL students).

**Part A: Identification and Assessment of Parents that Cannot Communicate in English**

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - Surveys conducted by your school.

In order to assess the language preferences of our parent community, our school uses the QADM report in ATS which is gathered upon student registration. This information is taken from the HLIS. We then refer the RAPL and RHLA reports in ATS which gives us both the written and spoken languages preferred by the parents. In addition, each year all parents are required to complete a blue Emergency Contact card so that we may update any changes in the parents’ language preferences. Parents are also surveyed at our Open House in September.
2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>612</td>
<td>51.34</td>
<td>610</td>
<td>51.17</td>
</tr>
<tr>
<td>Spanish</td>
<td>554</td>
<td>46.48</td>
<td>556</td>
<td>46.64</td>
</tr>
<tr>
<td>Arabic</td>
<td>9</td>
<td>0.76</td>
<td>9</td>
<td>0.76</td>
</tr>
<tr>
<td>Urdu</td>
<td>1</td>
<td>0.08</td>
<td>1</td>
<td>0.08</td>
</tr>
<tr>
<td>Bengali</td>
<td>3</td>
<td>0.25</td>
<td>3</td>
<td>0.25</td>
</tr>
<tr>
<td>Chinese</td>
<td>13</td>
<td>1.09</td>
<td>11</td>
<td>0.92</td>
</tr>
<tr>
<td>Mandarin</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0.17</td>
</tr>
</tbody>
</table>

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

The languages at our school that represent more than 10% of our population are English and Spanish.

Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Calendar</td>
<td>Monthly</td>
<td>Each month we will complete a Translation Request Form and submit well in advance to <a href="mailto:translations@schools.nyc.gov">translations@schools.nyc.gov</a>. Spanish documents will be translated by office staff.</td>
</tr>
<tr>
<td>School Newsletter</td>
<td>Monthly</td>
<td>Each month we will complete a Translation Request Form and submit well in advance to <a href="mailto:translations@schools.nyc.gov">translations@schools.nyc.gov</a>. Spanish documents will be translated by office staff.</td>
</tr>
<tr>
<td>Home Work Sheet</td>
<td>Weekly</td>
<td>Each month we will complete a Translation Request Form and submit well in advance to <a href="mailto:translations@schools.nyc.gov">translations@schools.nyc.gov</a>. Spanish documents will be translated by office staff.</td>
</tr>
<tr>
<td>Field Trip Form</td>
<td>When Applicable</td>
<td>At the beginning of the school year, we will submit a request for permission slips to be translated by <a href="mailto:translations@schools.nyc.gov">translations@schools.nyc.gov</a>.</td>
</tr>
</tbody>
</table>
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, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open House</td>
<td>September</td>
<td>Bilingual staff members will be assigned to assist with translations. Teachers will have phone access to use the Language Line.</td>
</tr>
<tr>
<td>Parent-Teachers Conferences</td>
<td>November</td>
<td>Bilingual staff members will be assigned to assist with translations. Teachers will have phone access to use the Language Line.</td>
</tr>
<tr>
<td>Parent-Teachers Conferences</td>
<td>March</td>
<td>Bilingual staff members will be assigned to assist with translations. Teachers will have phone access to use the Language Line.</td>
</tr>
<tr>
<td>Parent-Teachers Conferences</td>
<td>May</td>
<td>Bilingual staff members will be assigned to assist with translations. Teachers will have phone access to use the Language Line.</td>
</tr>
</tbody>
</table>

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

Our school has a large Spanish speaking population. We currently have office staff and a school administrator who can communicate directly with parents in Spanish. For all other languages, our strategy is to utilize the Language Line in the event of a school emergency.

Part C: Training Staff on Policies and Procedure

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

We provide training for the entire staff on how to utilize the Language Translation line. At this training we also share a list of available translators/interpreters in our school and procedures/forms for having documents translated.

Part D: Providing Notice of Language Assistance Services
Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc..)

All parents at our school are provided with a Parents' Bill of Rights at our school’s Open House. All brochures and language guides provided by the T&I Unit are made available in the main office and security desk. In addition, all posters are displayed at the main entrance of our school.

Part E: Monitoring Provision of Language Services

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

We will conduct Parent Surveys at our Parent Learning Opportunities. We use the surveys to generate a Parent Involvement Plan which includes workshops and availability based on feedback from the parents. We will also launch a Principal's Coffee & Questions session for parents once a month.